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ABSTRACT

In this supplement to a previously published Teachers' Center Exchange Directory (April 1977), 55 additional teacher centers are described. These descriptions include the name of the contact person at each center, the program offered, resources, staff, participation, fees and credit, affiliation, support, decision making, and publications. (JD)

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Teachers' Centers Exchange Directory Supplement 1978

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Teachers' Centers Exchange Directory Supplement 1978

Jeanne Lance
Barbara Piper

May 1978

Far West Laboratory for Educational Research and Development
1855 Folsom Street, San Francisco, California 94103

This book supplements the *Teachers' Centers Exchange Directory* and is intended to be used as a companion volume to it. The *Directory* describes 78 teachers' centers not included in this *Supplement* and includes a foreword explaining the teachers' center concept and an annotated list of curriculum publications produced by teachers' centers.

Copies of the *Teachers' Centers Exchange Directory* (April 1977) are available from:

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Note to Readers

This book is a supplement to the *Teachers' Centers Exchange Directory* published in April 1977. That *Directory* was published to document the variety of teachers' center practice then available in the United States and to bring the Exchange into contact with still more centers, thus widening the network of people operating or trying to start teachers' centers. This *Supplement* is evidence of the growth of the network.

The 55 centers included here have been selected because they are active in the network of teacher educators served by the Teachers' Centers Exchange as an information center and communications facilitator. The descriptions presented in this volume highlight each center's program, resources, staff, setting, participation, fees and credit, affiliation, support, decision making, origin, and publications. The centers are arranged alphabetically by state, city, and name of center; we hope this provides an easy way to locate descriptions. The Exchange does not attempt to compile a comprehensive directory of *all* the organizations referred to as teachers' centers, but rather to represent those programs in active communication with us and with at least one other center in the network.

This *Supplement* can be left intact and used as a companion to the 1977 *Directory*, or the bindings from both books can be removed and the pages incorporated together in a notebook binder; the pages of both books have been three-hole punched. If your use of the *Directory* has been mainly to browse through it to find ideas and information about various formats and programming for a teachers' center, then you may want to keep this book as is and use it in tandem with the 1977 volume. On the other hand, if you use the *Directory* as a continuing reference to organizations you wish to contact frequently, it may be worthwhile to take the two volumes apart and put them together in a binder, combining 1977 and 1978 entries state-by-state. (Ordering information for the *Directory* is on page iv of this book.)

The Foreword to the 1977 *Directory* (pages xvii-xix) remains valid as a commentary on the work of the Teachers' Centers Exchange and on the goals and practices of the centers in the network we serve. However, as time passes, individual centers change, and implementations of the teachers' center concept become ever more varied and eclectic. If you are using the *Directory* and *Supplement* to locate programs you want to visit for stimulus to local planning, it is advisable to write or phone a center first, confirm that it is an appropriate resource for you, and make an appointment and general plan for a site visit.

We hope this book will be useful to already established centers, people planning to start centers, and others who are interested. If you are interested in planning a teachers' center, already participating in one, or

require any kind of information, we would like to hear from you. Contact Teachers' Centers Exchange, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. Phones: (415) 565-3101 or 565-3095.

Acknowledgments

The following people have contributed substantially to the preparation of the *Directory Supplement*.

We owe thanks to teachers' centers staff, who carry out the local inservice programs supporting teachers' professional growth, who share their information and expertise with others in the network, and who wrote the descriptions of their centers included in this volume.

Jeanne Lance and Barbara Piper of the Teachers' Centers Exchange compiled and edited the *Supplement*. Kathleen Devaney, Lorraine Keeney, Bill Hering, and Gretchen Thomas provided firsthand information about centers and editorial suggestions to make the descriptions accurate and comprehensive. Jean Sims administered production of the book, and Frances Kalfus typed the manuscript. Chet Tanaka assisted with book design, and Wilt Martin coordinated typesetting and printing. Bret Rohmer created our April 1977 *Directory* cover, and we have continued his design in this *Supplement*.

We would also like to acknowledge and thank our Teachers' Centers Exchange Advisory Committee: Anne Bussis, Educational Testing Service early education research group, Princeton, New Jersey; Kathleen Hurty, Oakland, California, primary school teacher and member of advisory group to Oakland's Teacher Shelter; Diane Lassman, director of the National Diffusion Network Exchange at the Minneapolis/University of Minnesota Teacher Center; Paul Nachtigal, project director of the Rural Education Project, Education Commission of the States, Wheatridge, Colorado; L. Allen Parker, consultant on networking, Cambridge, Massachusetts; Vito Perrone, dean, Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota; Ernestine Rouse, associate professor of education, Cheyney State College, Cheyney, Pennsylvania, and founder of the Philadelphia District 6 Advisory Center; Harold Snedcof, head, University School, Nashville, Tennessee; Gary Sykes, associate, National Institute of Education, Washington, D.C.

PHOTO BY KANSAS CITY LEARNING EXCHANGE

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PHOTO BY DODIE HILLGER

Describing Centers

EAST HIGH SCHOOL-ARIZONA STATE UNIVERSITY TEACHER CENTER

515 North 48th Street
Phoenix, Arizona 85008

(602) 257-3731

Director: Barbara Byrne

Hours: Monday through Friday, 8-4.

Program: Teachers participate during and after school in on-campus seminars in areas such as staff development, teacher centering, and working with preservice students (for the master teacher). The Center is a place where teachers can discuss curriculum and instruction issues with colleagues, and display student-made materials. Independent study, focusing on curriculum development and improvement of instruction, allows teachers and counselors to plan their own professional growth experiences. In the coming year, the offerings of the Center will be expanded to include development of curriculum centers and learning stations.

As the outcome of a needs survey, personal development of all staff members is stressed; workshops are given on self-concept, interpersonal relations, role development. Field-based preservice education is also a primary focus, as are programs for East High counselors.

Resources: Room with chairs and tables; professional materials; audiovisual materials available through the school's instructional media center.

Staff: Barbara Byrne, volunteer director, also teaches art. Christine Channer, university coordinator for preservice education; Virginia Boyle, university consultant for inservice education. University personnel from the Department of Secondary and Counselor Education act as consultants.

Setting: The Center is located on the campus of East High School on the east side of Phoenix. The Teacher Center room, previously used as a teachers' reading room, is located in the Instructional Materials Center building in the center of campus.

Participation: Arizona State University preservice students and East High School teachers and counselors participate in Center activities on a volunteer basis.

Fees and Credit: Phoenix Union High School District credit is available, as well as university credit.

Affiliation and Support: Phoenix Union High School District, through East High School, provides space and materials. Staff is volunteer, and leaders share responsibility for maintaining the Center. Arizona State University, Tempe, provides

faculty who work with on-site preservice students and conduct some workshops.

Decision Making: Teacher Center policy board, made up of East High teachers and counselors, and university representatives.

Origin: Initiated in January 1977 from East High School teachers' and Arizona State University professors' common need for preservice and inservice education.

THUNDERBIRD TEACHERS' LEARNING CENTER (TTLC)

1750 West Thunderbird Road
Phoenix , Arizona 85023

(602) 942-9000, ext. 28

Director: Noreen Wingham

Hours: Monday through Friday, 8-5.

Program: The Thunderbird Teachers' Learning Center provides an informal gathering place where teachers can meet and share ideas and materials. By visiting the Center, participants can create new learning materials, conduct research and planning for new curricula, contact resource persons from the community, or arrange for a tutorial volunteer in the classroom.

Thunderbird Teachers' Learning Center organizes workshops, university courses (taught locally), seminars, inservice projects, or just-for-fun programs as defined by periodic needs assessment of the faculty. Workshops and courses have included improving written communications skills in the high school and a parent effectiveness training workshop for counselors and administrators.

The goal of the Center is to assist teachers in their efforts to remain responsive to the varying needs of students. It identifies unique skills and talents of teachers and gives them a chance to share those with others by offering training sessions and group discussions on a regular basis.

Resources: Professional library of texts, journals, and magazines; ERIC microfiche and reader; university schedules/information; file of available classroom speakers; curriculum tapes and player; roster of people available to volunteer in the classroom; coffee pot.

Staff: Noreen Wingham, three-fifths-time director; Joyce Hogan, part-time secretary.

Setting: Located on the campus of a large urban high school, the Center services elementary teachers from feeder schools and high schools' staff within a nine-high-school district.

Participation: Public high school and elementary teachers, administrators, and staff in the northwest Phoenix area use the Center on a volunteer basis. Community volunteers working as classroom tutors prepare materials. Arizona State University at Tempe is 25 miles away and provides faculty who work with on-site preservice students.

Fees and Credit: No fee is charged for use of the Center by individuals. Professional growth credit is available for non-university course work. Fees for university registration are paid for graduate work.

Affiliation: Glendale Union High School District and Arizona State University. Also Classroom Teachers Association of Arizona; Arizona Education Association; University of Arizona; Northern Arizona University; State Department of Education; community colleges.

Support: Glendale Union High School District provides a three-fifths-time director's salary; Thunderbird High School provides facility and part-time secretarial help, as well as small budget for supplies.

Decision Making: Collaborative decision making is accomplished by a policy board, which is composed of eleven teachers, three administrators, and university personnel.

Origin: During the 1975-76 school year, an advisory committee of teachers, a principal, and a university professor investigated the concept of teachers' centers and looked at well-established centers in other states. As a result of a Thunderbird faculty needs assessment, the policy board was formed by local administration in spring 1976. In fall of that year, a facility and director began serving the needs of participants.

Publications: Flyer; monthly schedule of activities.

Thomas, John I., guest ed. "Forum on Open Education." Vol. 4, No. 9, June 1977. 4 pp. College of Education, University of Georgia, Athens, Georgia 30602. Elizabeth S. Manera describes the origins and operation of the Thunderbird Teacher Learning Center.

MARIN COUNTY TEACHER LEARNING COOPERATIVE (TLC)
c/o Sidney Smith
Coordinator of Curriculum
Marin County Schools Office
201 Tamal Vista Boulevard
Corte Madera, California 94925
(415) 924-9500, ext. 64

Director: Karen Patterson

Hours: Monday through Friday, 8-5. Closed July and August.

Program: "It is the intent of the Marin County Teacher Learning Cooperative (TLC) to continue to identify, design, and implement inservice activities that will focus upon identified teacher needs. To insure maximum development of the Cooperative, the following premises have been incorporated into the TLC working philosophy: one, for professional growth and development activities to have an enduring effect on the educational environment, they must be predicated on the wants and concerns of those directly affected by them (the classroom teacher); two, individual involvement in the decision-making process acts as a catalytic force for personal motivation and instructional modification; and three, the collective utilization of available physical, human, and financial resources of a number of districts will be more able to provide quantitative and qualitative activities designed to eliminate identified deficiencies than those of an individual district."

Classes and workshops are planned and implemented by the policy board and the advisory committee based on semi-annual needs assessments. Sample courses include understanding the development of self esteem, metric math workshop, teaching with certainty in the multi-age class, and children's literature.

Staff will be employed to coordinate and implement all staff development activities, including special and vocational education, for member districts. Space will be provided in conjunction with the Marin County Schools Office Instructional Media Center. The 1978-79 program will focus on retraining reassigned teachers, renewal for maturing staffs, and implementing the master plan for special education.

Resources: Professional library with access to ERIC; materials preparation center.

Staff: Coordinated by County Schools Office curriculum personnel, through Sid Smith. Karen Patterson is chairperson of the policy board.

Setting: Classes and workshops are held in space provided by the County Schools Office and member districts.

Participation: Preschool through eighth-grade teachers participate on volunteer time. Secondary, special education, and private school teachers will participate in 1978-79.

Fees and Credit: No fees. Some activities may earn college credit with participants paying a fee of $10 per semester unit.

Affiliation: Sponsored by the Marin County Schools Office, twelve public school districts, and five private schools.

Support: Assessments to member districts. Marin County Schools Office provides some support and in-kind services.

Decision Making: Advisory committee of 30; and policy board of 13 (elected from the advisory committee) composed of a majority of teachers, an elementary principal, and three curriculum administrators.

Origin: Declining enrollment and a drop in school district revenues caused many districts to cut back severely on staff development. To fill the gap, teachers and administrators in participating districts began discussion in 1976, and the Cooperative began operating in 1977.

Publication: Flyers.

TEACHERS' CO-OPERATIVE

D-002; MCC209
University of California, San Diego
La Jolla, California 92093

(714) 452-2957

Contact: Randall Souviney or Tamara Keyser

Hours: Tuesday and Thursday evenings, 7-9. Saturday, 8-5.

Program: The Co-op is a place where teachers can request specific types of inservice help they feel they need. Mini-courses are then offered for credit through university extension.

Tuesday and Thursday evenings, informal coffee hours are held when teachers share ideas and feelings about their classrooms and political situations. These get-togethers are designed to provide support for first-year teachers.

The Co-op has a strong program to prepare and support bilingual (Spanish-English) teachers.

Resources: Access to a large curriculum library (manipulatives, kits, bilingual materials); dry press, thermo press, videotape. Materials for make-and-take.

Staff: Leadership Group (volunteer): Randall Souviney, Tamara Keyser, Ruth Quirk, Francine Martinez, and Matthew Lewis.

Setting: Office, conference rooms, resource rooms that are part of the University of California, San Diego (UCSD) teacher education facilities. This location on the campus north of San Diego provides for continual interaction with university faculty, staff, and students.

Participation: UCSD student teachers, teacher education graduates, and local elementary school teachers (who participate on volunteer time).

Fees and Credit: Workshops: university undergraduates—free; noncredit for teachers—$5; credit for teachers—$20. Day-long workshops are offered for one-quarter unit of university extension credit. Membership fee $2.

Affiliation: University of California, San Diego.

Support: University donates space, and university student group provides funds. Other support is provided through membership fees and volunteer work.

Decision Making: All decisions are made through consensus of the Leadership Group.

Origin: Graduates of the Teacher Education Program (TEP) at UCSD felt a need for continued support and education in a politically and philosophically cohesive environment. These students developed the Co-op with moral support and volunteered time from the faculty of TEP.

Publications: A bimonthly newsletter contains creative teaching ideas, announcements of upcoming events, suggestion forms for future workshops, articles on current educational topics, and community news.

Souviney, Randall. "Using the Appropriate Concrete Arithmetic Models." *Learning*. August/September 1976: 91-92.

Keyser, Tamara, and Souviney, Randall. *Measurement and the Child's Environment*. Santa Monica, Calif.: Goodyear Publishing. $8.95. Order from Goodyear Publishing, 1640 Fifth Street, Santa Monica, California 90401.

Souviney, Randall; Keyser, Tamara; and Sarver, Alan. *Mathematics*. Santa Monica, Calif.: Goodyear Publishing. $8.95. Order from Goodyear Publishing, 1640 Fifth Street, Santa Monica, California 90401.

THE LEARNING CENTER
Hebrew Union College-
Jewish Institute of Religion
Rhea Hirsch School of Education
3077 University Avenue
Los Angeles, California 90007

(213) 749-3424

Director: Sara S. Lee

Hours: Monday through Thursday, 12:30-5, and by appointment.

Program: The Learning Center is a centralized location for the collection, storage, display, dissemination, and publication of commercially produced and teacher-made Jewish educational materials of all media types. It is a setting where Jewish and secular educators can interact with Jewish curricular materials.

The Learning Center is a well-equipped workroom in which individuals and groups can learn skills and create materials. Workshops (mostly Sunday afternoons or specially scheduled) are provided for school faculties and other groups of educators, based on the particular needs and interests of each group. Emphasis is on acquisition of new skills and synthesis of Jewish content with educational technology.

The Learning Center also provides an environment in which educators can exchange ideas and share feelings, since interchange and dialogue are major components in the continued growth of educators.

Resources: Collection of major text materials in the Jewish field; unpublished materials (papers, projects, lesson plans) on Jewish content areas organized according to topic; media hardware, software, and consumables in print, sound, motion picture, overhead projector, video, filmstrips and slides, gaming, and arts and crafts; recycle center; areas for discussion, meetings, construction, and previewing of materials; and display of current catalogues and announcements for free distribution to visitors.

Staff: Director, Sara Lee, is a full-time faculty member in the School of Education. Audiovisual specialist and resource librarian are graduate students in Jewish education who serve as assistants.

Setting: An unoccupied area on the lower level of Hebrew Union College was redesigned, painted, and furnished to create the environment for the Learning Center. Hebrew Union College is one block north of the campus of the University of Southern California, Los Angeles.

Participation: The Learning Center serves as both a local and national resource center for Jewish educators (who participate on volunteer time), youth group leaders, and camping personnel from Jewish educational settings. In addition, public school teachers and administrators interested in multicultural

education use the resources of the Center.

Fees and Credit: Fees are charged only for materials used and photocopying. Through an agreement with the Los Angeles Bureau of Jewish Education, teachers in Jewish education may receive two units of inservice credit for individualized curriculum projects carried out in the Learning Center.

Affiliation: Rhea Hirsch School of Education of the Hebrew Union College-Jewish Institute of Religion.

Support: Hebrew Union College-Jewish Institute of Religion; private and foundation grants.

Decision Making: Decisions are made by the staff of the Learning Center in conjunction with the staff of the Rhea Hirsch School of Education. Input is regularly solicited from graduate students in Jewish education and educators in the community.

Origin: In 1975, the Hebrew Union College-Jewish Institute of Religion, Rhea Hirsch School of Education recognized the need for a teachers' center in Jewish education, based on the success of the teachers' center model in public education. Existing resources within the College-Institute were collected to start the Center.

Publications: Brochure, semester announcements, and slide/tape show.

T.E.A.M. CENTER (Teachers' Educational Aids and Materials)

2425 Jefferson Street
Napa, California 94558

(707) 252-5324

Directors: Ruth Best and Mary Denney

Hours: Monday through Thursday, 2-5.

Program: T.E.A.M. Center grew out of a need to coordinate curriculum and to help teachers enrich their classroom programs by sharing ideas and materials. Ten or twelve workshops covering all phases of the curriculum are held during the school year. Open for drop-in use, the Center displays samples of games (with plans on file), reference books, and other educational materials. Work space, materials, and equipment are provided for teachers to develop their own classroom programs.

Resources: Curriculum library containing resource books, professional books, periodicals, and state matrix samples; laminator and drymount press; educational games with game plans on file.

Staff: Ruth Best and Mary Denney, acting co-directors, both working under a 40-day early retirement program with Napa Valley Unified School District; two CETA employees; one half-time clerical position.

Setting: Located in a renovated high school which serves as the Education Center for Napa Valley Unified School District. The T.E.A.M. Center occupies a pleasant ground floor room (former curriculum library) with many windows and large tables. Napa is located 50 miles northeast of San Francisco in California's wine country.

Participation: Open to all Napa Valley Unified School District and Napa County K-12 teachers on volunteer time. Also open to parents and paraprofessionals.

Fees and Credit: Use of the Center is free. Materials and game plans sold at cost. No credit.

Affiliation and Support: Napa Valley Unified School District.

Decision Making: Napa Valley Unified School District administrators and a governing board comprised of district teachers.

Origin: The Center was initiated in summer 1977 by district teachers and administrators.

Publication: Monthly newsletter, "The Yellow Pages."

TEACHER SHELTER

333 South Farrell Drive
Palm Springs, California 92262

(714) 323-3150; 327-7873 (after 5 and weekends)

Director: Janet M. Heller

Hours: Monday through Friday, 7:30-5; other hours as arranged.

Program: The Teacher Shelter is part of the educational support system designed to provide assistance to staff, volunteers, and parents. The primary purpose is to provide leadership in staff development, inservice training, curriculum development, ideas, materials, resources; equipment and space are offered to anyone interested in improving education. Daytime and after-school workshops and classes are organized on the basis of expressed and apparent need and encompass a wide variety of topics including clinical supervision, crosscultural counseling, reading curriculum development, foreign language instruction in elementary classrooms, metrics education, instructional planning, and many other areas identified by teachers and staff. The Shelter is open daily for teachers and others to make teaching aids and games, schedule meetings and discussions, do independent research, and consult with staff.

Resources: Professional library including periodicals; sample curriculum materials, collection of currently adopted textbooks, extensive collection of teaching aids and games with materials and resources for replication; woodworking and cardboard carpentry tools.

Staff: Janet M. Heller, full-time staff development facilitator, coordinates and directs all Teacher Shelter activities; Rose Komura, full-time senior media resource clerk and graphic artist.

Setting: The Teacher Shelter occupies a two-classroom portable structure behind the Education Center. One room is used as a research/study/classroom facility. The other room is a workshop. Palm Springs is in Southern California on U.S. Highway 10.

Participation: Administrators, teachers (K-12), aides, school volunteers, and parents participate on volunteer and release time.

Fees and Credit: Free. Inservice credit available with approval. Courses offered by California State College (Fullerton and San Bernardino branches) carry graduate credit.

Affiliation and Support: Palm Springs Unified School District.

Decision Making: Teacher Shelter staff are responsible for implementing policies made by the board of education and the office of the superintendent of schools.

Origin: The Teacher Shelter was founded in October 1976 under the direction of Andrew J. Viscovich, superintendent of schools. Amity Buxton of the Oakland, California, Teacher Shelter consulted on the development of the Center. (For a description of the Oakland Teacher Shelter, see April 1977 *Teachers' Centers Exchange Directory.)*

RIVERSIDE COUNTY TEACHER LEARNING CENTER (T.L.C.)

12th Street at Chestnut
Riverside, California 92502

(714) 787-2836

Mailing Address:
4015 Lemon Street
Riverside, California 92502

Director: Marilyn E. Shipley

Hours: Monday through Friday, 1-5 or by appointment; open all summer. In 1978-79, the Center will be open Monday through Friday, 8:30-5 and by appointment.

Program: The Center provides a resource place where teachers, aides, and parents can gather ideas to help support local school activities. Many teachers will drop in or send an aide during working hours to find or make needed materials. The Center is open after school for teachers to participate in planned workshops and rap sessions in areas such as early childhood education, parenting, or curriculum.

When special needs surface or special requests are made, the Center is used as a meeting place for those seeking curriculum assistance from the county's ten curriculum coordinators.

The Center is holding meetings to acquaint educators and community members in the area with the facility, and to find out how they would like to use the Center.

Resources: Professional library, resources center, instructional materials display center, county film library. Cardboard carpentry tools, power tools, wood, kiln, potters wheel, sewing room, macrame materials, slide viewers.

Staff: Marilyn E. Shipley, curriculum coordinator, acts as facilitator and plans workshops, inservice, and professional activities with ten curriculum coordinators; secretary, Bea Hasher.

Setting: Large room located at the back of the second floor of a two-story building adjacent to the Riverside County Schools Education Center. Several smaller rooms off the large meeting area provide places for reading, independent work, listening and viewing, sewing, woodwork, and construction of curriculum materials. Riverside is a medium-sized city 65 miles east of Los Angeles.

Participation: The Center is open to all teachers (K-12), aides, parents, and administrators in the county schools programs. Many preschool teachers also participate. The T.L.C. mainly serves the Greater Riverside area (west end of Riverside County), and hopes to expand services to include satellites in the center and east end of the county, which is 200 miles from east to west. Teachers attend mostly on volunteer time; aides sometimes partici-

pate during working time. Schools are encouraged to hold their regular staff meetings at the Center on release days (each school has several release days per year) so that teachers will become acquainted with the facility.

Fees and Credit: Workshops and inservice meetings are available at no cost to participants. At times university credit is available, and those wishing credit pay a minimum registration fee. If special materials are needed which the Center cannot supply, a fee ($1-$2.50) may be charged.

Affiliation and Support: Sponsored by Office of the Riverside County Superintendent of Schools. The Teacher Learning Center is supported by the Curriculum and Instruction Division within this office.

Decision Making: The Center presently works with an informal body of teachers and university personnel, who act as an advisory group. Decisions are made through the Curriculum and Instruction Division.

Origin: Initiated by local curriculum personnel who were investigating professional development in the county. After a visit to the Oakland, California, Teacher Shelter (for a description of this Center see the April 1977 *Teachers' Centers Exchange Directory)*, Marilyn Shipley took responsibility for putting the teachers' center idea into practice. The Center opened in February 1977.

Publications: Flyers; monthly idea booklet for teachers. The county schools bulletin features articles on the T.L.C.

THE TEACHING LEARNING CENTER (TLC)

The Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California 92111

(714) 292-3568 and 789-1426

Director: Ronald Hockwalt

Hours: Monday through Friday, 12-5.

Program: The Teaching Learning Center is a county-wide inservice education program with four goals: (1) to provide more direct services to districts and teachers; (2) to provide opportunities for teachers to enhance their teaching skills; (3) to provide opportunities for districts to improve their instructional programs; and (4) to provide opportunities for teachers to interact, share, and learn from each other.

The Center is a specially designed, self-contained mobile unit which is located at selected school sites in San Diego County during the school year. During each year the mobile unit is physically located in three or four different sites.

Prior to being located at a site, an extensive needs assessment is conducted that provides for input from teachers and aides. From nearly 400 choices a program is organized and presented. Activities include daytime and after-school workshops, seminars, and materials preparation. Recent topics include creative dramatics in the classroom, working with the Mexican-American student, and developing listening skills in children. Teachers are encouraged to be leaders in all activities. In addition to group activities in the Center, one-to-one sharing sessions and classroom visitations are organized. The Center is open on a drop-in basis for all school personnel.

Resources: A mobile unit (12′ × 60′) equipped with a portable classroom, small library materials display, materials construction center, video recording system, copying service, and kitchen.

Staff: Ron Hockwalt, director; secretarial assistance. The entire County Curriculum and Instruction Section and some personnel from pupil services share the responsibilities and tasks.

Setting: The mobile unit travels around San Diego County to schools which request and prepare for it.

Participation: All school-related personnel grades K-12 participate on volunteer time, including teachers, aides, volunteers, parents, and administrators.

Fees and Credit: Free. Anyone participating may earn one to three college units of credit for only the administrative fees.

Affiliation and Support: Department of Education, San Diego County.

Decision Making: Decisions are made by the participating schools in each geographical area where the Teaching Learning Center is located.

Origin: Started in response to requests from districts in the county that wanted services for their teachers located closer to their schools. The Center became operational in fall 1977.

Publications: Brochure; calendar.

THE BRISTOL TEACHER CENTER

632 King Street
Bristol, Connecticut 06010

(203) 584-0971, ext. 265

Directors: Bob Lewandoski and Mike Thomas

Hours: Open for workshops scheduled on weekdays, 3:15–6.

Program: "A teacher center is an organic kind of institution—it changes to meet the needs of education as teachers see these needs and express them. It is the essence of self-help and self-improvement among professionals."

Afternoon and occasional evening programs presented by teachers from the school system and by outside resource people are scheduled by the program committee to fulfill the needs and requests of teachers. Needs are identified in surveys taken twice each year in the schools.

Workshop topics include papermaking, metrics, death education, role playing, popular culture, and others. Two workshops—Orff-Schulwerk music, and motet (a media training workshop)—give credit for certification under the alternate certification program in Connecticut.

Resources: Classroom-size area with attached office space; library of donated books and educational magazines; thermofax copier, duplicating machine. Access to school system's audiovisual equipment, including overhead projectors, drymount press, and laminator.

Staff: Bob Lewandoski and Mike Thomas, co-chairmen; nine-member steering committee. All staff time is volunteered.

Setting: The Bristol Teacher Center is located in a former storeroom across the hall from the Bristol Public Schools' audiovisual center on the lower level of Bristol Eastern High School. Bristol is in central Connecticut on Highway 6 southwest of Hartford.

Participation: Elementary and secondary teachers from Bristol Public Schools attend on volunteer time. Invitations to programs are sent to private schools in the city as well as to community organizations.

Fees and Credit: There is usually no fee for workshops; occasionally a small donation is requested. Credit is given for two workshops for certification under the alternate certification program in Connecticut.

Affiliation: Through Bristol School System there are ties to the Capitol Region Education Council.

Support: Space is provided by the Bristol Board of Education. Programs are funded by a raffle held by the Bristol Federation of Teachers.

Decision Making: Nine-member committee consisting of Federation members, eight of whom are classroom teachers.

Origin: The Bristol Teacher Center was the result of negotiations between Bristol Federation of Teachers and Bristol Board of Education. In a memorandum of understanding accompanying the 1975-77 contract, the board and the union agreed to work toward the establishment of a teacher center.

Publications: Brochure; set of slides of the Center.

STAFF DEVELOPMENT CENTER

Greenwich Public Schools
290 Greenwich Avenue
Greenwich, Connecticut 06830

(203) 869-9400

Contact: Carol Sarabun

Hours: Monday through Friday, 8:30-4:30.

Program: "Let us commit ourselves to help each other become self-renewing learners and a self-renewed school system. This requires a maintenance of high standards, the ability to take risks and to innovate, and the optimism that says we *can* make a difference."

The Staff Development Center offers a central location for educators to meet formally and informally to seek advice and information, share ideas, learn about current educational practices, and "help each other become self-renewing learners." The Center is an integral part of the staff development program of the Greenwich Public Schools.

New teachers are introduced to the Center through an informal reception conducted by the superintendent of schools. Workshops, curriculum committee meetings, and seminars are held regularly at the Center after school and during school hours; a production workshop allows teachers to create their own instructional materials. Center services and resources are also available to educators who wish to do research.

Resources: Meeting rooms, informal lounge, production workroom, film projection room, film library, darkroom, photography studio, equipment service center, staff development office. Professional journals, educational literature, audiovisual and written curriculum materials, ERIC system, television, computer-assisted instruction, computer terminal.

Staff: Part-time coordinator to be appointed; Elfrieda McCauley, full-time media services coordinator; Marie-Louise Knopp, part-time educational reference librarian; media services staff. Staff development associates from the district are available to the Center and provide a link with the board of education.

Setting: Several large rooms house the Center in the Havemeyer Building (board of education building) located in downtown Greenwich. Greenwich is a suburb less than an hour northeast of New York City.

Participation: The Center is used by teachers, administrators, and support staff from the public school system on volunteer and release time. It is also open to community members involved in educational activities.

Fees and Credit:	None.
Affiliation and Support:	Board of Education, Greenwich Public Schools.
Decision Making:	The coordinator of staff development makes decisions with the advice of supportive staff and a staff development advisory committee comprised of representative teachers, principals, and central office administrators.
Origin:	The Center opened in September 1977.
Publication:	Brochure.

WESTPORT TEACHERS' CENTER

150 Riverside Avenue
Westport, Connecticut 06880

(203) 227-8451, ext. 351 or 234

Director: Joe Townsley

Hours: Monday through Friday, 8:30-4:30.

Program: The Westport Teachers' Center operates as a curriculum lab, a resource room, and a media distribution center. Inservice and staff development activities are provided through the curriculum lab, where teachers can make learning materials.

Direct assistance is given to classroom teachers on a one-to-one basis either at the Center or in schools. Each school has at least one resource teacher operating in the school each quarter. Needs assessment is accomplished primarily through direct contact between the resource teacher and the classroom teacher.

Daytime, after-school, and Saturday workshops are held on topics such as children and their books, career education, nutrition; math workshops involving pupils are held in the schools.

Resources: Curriculum laboratory for making learning materials: laminator, bookbinding machines, duplicating machine, ditto, stencil cutter, mimeograph, thermofax, tools, and supplies. Resource room: space with rug, sofa, chairs, and tables for meetings, workshops, discussions; professional library, adopted texts, curriculum guides, preview screen, office. Distribution center: films, filmstrips, videotape, learning kits, resource boxes.

Staff: Joe Townsley, curriculum coordinator; three full-time resource teachers, Holly Capasse, Dabney Garrett, and Judy Hall; full-time secretary, Lauretta Smith; media staff, Fran Hennessey and aide. Volunteers including senior citizens help with reproduction and recycle.

Setting: Four-room building on Riverside Avenue next door to Bedford Junior High School. Westport is a town in southwestern Connecticut northeast of New York City. Take Exit 17 (Saugatuck) off the Connecticut Turnpike, or Exit 41 (Wilton Road) off Merritt Parkway.

Participation: K-9 teachers, principals, and volunteers including parents. Teachers participate on volunteer time. Some inservice activities are held in the day.

Fees and Credit: Free. Inservice credit for workshops. Graduate credit for some workshops has been arranged through Fairfield University, Fairfield, Connecticut.

Affiliation and Support:	Westport Public Schools.
Decision Making:	The curriculum coordinator and the three resource teachers.
Origin:	In an attempt to meet defined curriculum and instruction needs of Westport teachers, three elementary teachers became resource teachers in the Westport schools in September 1977. The Teachers' Center was set up at the same time.
Publication:	Weekly newsletter.

CREATE (Collaborative Resources for Educational Alternatives to Teacher Education)

Alachua County School Board
1817 East University Avenue
Gainesville, Florida 32601

(904) 373-5192, ext. 297

Director: Faye Cake

Hours: Monday through Friday, 8-5.

Program: CREATE is a collaboration between the Alachua County School Board, the University of Florida, and the Alachua County Education Association. CREATE supports the professional growth of individuals, small groups, faculties, and district groups. Most programs, such as "Reading Studio I-a—Diagnosis and Prescription," "Training Teacher Aides," "Early Childhood Studio #3—Self, Others, and Creativity," are planned by and take place at the school where an inservice need has been identified. Resource personnel from the University of Florida work with teachers to plan, implement, and evaluate inservice programs.

CREATE conducts needs surveys and organizes school-based courses taught by University of Florida faculty, if at least fifteen teachers request a course.

Staff: Faye Cake, full-time director; Elaine Allen, full-time secretary.

Setting: CREATE is a concept, not a place. A small office is located at the Alachua County School District Administration Center in Gainesville (approximately 60 miles northwest of Jacksonville, near Orange Lake and the Devil's Millhopper, a large sinkhole on scenic Route 232).

Participation: Teachers from Alachua County Public Schools participate on volunteer and release time. At least 50% of overall participation is voluntary.

Fees and Credit: Workshops are generally free. Fees charged for on-site courses taught by university faculty. Inservice points are earned for satisfactory participation in CREATE activities. Points can be used to extend Florida teaching certificates.

Affiliation: Alachua County School District and University of Florida, Gainesville.

Support: Alachua County School District provides space and utilities for the CREATE office. The state allocates $5 per public school student for inservice, and the University of Florida provides release time for university personnel to provide service to the field.

Decision Making: The CREATE council recommends policies and procedures, goals and objectives, appropriate staff, and budget to the School Board of Alachua

County. The council is composed of ten teachers (appointed by the education association), three administrators, two university professors, and three lay members.

Origin: CREATE was developed in 1974 in compliance with the 1973 Florida Teacher Education Center Legislative Act.

Publications: Monthly activity calendar; working policy for CREATE; Alachua County master plan for inservice education available.

"Note: News of Teacher Education in Florida," a newsletter published approximately monthly, available from College of Education, University of Florida, 1004 Gordon Glen Manor, 2306 Southwest 13th Street, Gainesville, Florida 32611.

OSCEOLA TEACHER EDUCATION CENTER (OTEC)

The School Board of Osceola County Florida
P.O. Box 370
Kissimmee, Florida 32741

(305) 425-8850 and 847-3147

Director: Walter Watkins

Hours: Monday through Friday, 8-3:30.

Program: The Teacher Center Council is responsible for conducting a yearly needs assessment at all schools in Osceola County. Individual council and school representatives meet to discuss the results, and each school designs a staff development component pertinent to its needs. The council has the responsibility to work out the details for implementing a county-wide master plan. Staff development may be county-wide, school-based, or designed by individual teachers. "*Everyone* is consulted and re-consulted throughout every step. Programs are planned for every area of identified need. Staffing is handled by everyone and evaluation follows each activity with feedback to the council, staff, and teachers."

Florida Technological University (FTU) faculty act as consultants to provide activities (daytime and after school) to meet the identified staff development needs. The same FTU consultant is available on a weekly basis throughout the school year. These university faculty have helped teachers design their own projects, displayed new materials, and given demonstration lessons with students.

Ongoing activities have included small-group and individualized learning for middle school, self-concept and personal beliefs, and reading skills in industrial arts. Teacher-designed activities (that are to provide the basis for children's learning) have included a teacher field trip to Sea World and setting up a country store in the classroom.

In addition to school-based activities, county-wide workshops are held during inservice days on topics such as subject area curriculum analysis and working with student teachers.

Resources: Buildings, materials, and staff are available throughout the county.

Staff: Director, Walter Watkins; full-time secretary, Ann Putnal, is in charge of certification. Florida Technological University's entire faculty is available to consult and assist on request. Timothy Sullivan is the FTU teacher center coordinator.

Setting: The Center is not a physical place, but rather program and services provided in every classroom and school building throughout the county. Osceola County, in central Florida, is the site of Walt Disney World.

Participation: All school staff—teachers, administrators, supervisors, bus drivers, kitchen workers, secretaries, custodians—participate on a voluntary basis on school board time. A substitute is provided for one hour twice per quarter for a teacher in an ongoing program to consult with the university faculty resource person.

Fees and Credit: There are no fees. One hour of inservice credit is given for every hour of participation. Teacher recertification requires 120 hours, and 180 hours provide for a $200 salary increment, to an $800 maximum. College credit for graduate programs may be earned.

Affiliation: The Osceola Teacher Education Center is a collaborative partner with Florida Technological University, Orlando.

Support: Administered through the county, the State of Florida provides the Center $5 for every child enrolled in Osceola County Public Schools (approximately 30% of the Center's funds). In FY 78, Florida Technological University provided 276 days of consultant service (equivalent to three faculty positions and some expense dollars, or about 70% of the Center's funds).

Decision Making: The Teacher Center Council—six teachers, two lay members, university representative, county office representative, principal, and the Center director (non-voting)—set policy and make recommendations to the superintendent on all matters. They have the support of the teachers' association and have never been reversed by the superintendent.

Origin: Initiated in 1973 as one of the first teacher centers in Florida. By state mandate (1973), every county in Florida must be served by a coordinated inservice training effort among the local school system, teachers, community, and the local teacher education facility. Local teachers wrote the 1974 proposal for funding (which requires the signature of the president of the local teacher association).

Publications: Olson, Lloyd; Ward, Sue; and Schubert, Zina T. "The Osceola Teacher Education Center." *Today's Education,* March-April 1977: 75-81.

Sullivan, Timothy J., and Rothberg, Robert A. "Teacher Centering." *Florida Vocational Journal 3*, no. 1 (July-August 1977): 14-17.

SARASOTA COUNTY
TEACHER EDUCATION CENTER

Sarasota County School System
2418 Hatton Street
Sarasota, Florida 33577

(813) 958-8831, ext. 304

Director: Don R. Spivey

Hours: Administrative offices: Monday through Friday, 8-4:30; Teacher Education Center facilities: extended hours and days to meet needs of clients.

Program: The Teacher Education Center plans, conducts, monitors, and evaluates workshops, seminars, courses, independent study modules, and other activities for the implementation of the master plan for inservice education. Approximately 250 different courses are planned and implemented each year in various areas, including administration/supervision, art education, business education, career education, non-instructional job support activities, early childhood education, exceptional student education, generic competencies of teachers, health education, home economics, mathematics, media, migrant education, modern languages, music, pupil personnel services, physical education, reading/language arts, science, social studies, vocational technical education, and communications. A hands-on workshop is available for teachers to create instructional materials for use in the classroom.

These activities are offered during after-school hours, professional days, during the school day with release time, evenings, Saturdays, summer vacations, as independent study, and as clinical activities taking place in the classroom. The activities are conducted by local instructional supervisors, contracted local teachers, consultants from the University of South Florida, and other contracted personnel.

Resources: Professional library, seminar room, and area with equipment and supplies for hands-on workshops. Free consultant services from University of South Florida, substitutes, and a travel budget are available.

Staff: Don R. Spivey, director; Idella Moss, assistant director; Carlene Tondryk, research assistant; three secretaries. In addition, four instructional supervisors serve as support staff for the Center.

Setting: Administrative offices, as well as budgeting and counseling services and personnel records are located in the school board office at 2418 Hatton Street. The Center is housed in a former elementary school located in the small community of Osprey in the geographic center of the district. Sarasota is on the Gulf Coast south of St. Petersburg.

Participation: The Center is open to all employees of Sarasota County School System. Not only teachers but aides, volunteers, counselors, custodians, adminis-

trators, clerical and cafeteria personnel, and bus drivers are considered clients of the program. Teachers use the Center both on volunteer and release time.

Fees and Credit: Free. Teachers earn credit for extension of certificate and advancement on the salary schedule.

Affiliation: Collaboration between the Sarasota County School System, the professional organization, the University of South Florida, and Manatee Junior College.

Support: Florida Teacher Education Centers operate under a state mandate and are supported at the rate of $1 per student to each school for planning in-school staff-development activities, and $5 per student for inservice activities. In addition, University of South Florida receives support to provide free consultant services to the Center.

Decision Making: A Teacher Education Center council composed of ten teachers, non-instructional representative, two principals, central office staff person, two university professors, junior college professor, teacher union representative, and lay person. The council sets policy and makes recommendations for the budget and for employee positions, but final authority for administration of the Center is with the Sarasota County School Board. A second council, the inservice representatives, composed of a teacher representative from each school, serves as a communication link with each school in the district.

Origin: The 1973 Florida Teacher Education Center Legislative Act.

CARROLLTON TEACHER RESOURCE AND MATERIALS CENTER

206 Tanner Street
Carrollton, Georgia 30117

(404) 834-3073

Director: Judy Steely

Hours: Monday, Wednesday, and Thursday, 1:30-4:30.

Program: The Carrollton Teacher Center is used on a drop-in basis by teachers to consult, make-and-take materials, and borrow idea books and kits on different subjects; and by parents to make materials requested by their child's teacher. The Center will prepare learning kits on request for teachers with limited time, and sponsors a recycle program.

The city schools' staff development programs are often held at the Center. For example, at the superintendent's request, a course designed to teach teachers the objectives of the criterion-referenced tests required of all fourth and eighth graders was offered. In conjunction with the course, the Center prepared games and activities cross-referenced to skills teachers are required to teach for the test.

Resources: Professional library, including educational magazines; resource lending library, including books, learning games, posters, and kits on different subjects. Scrounged materials such as cardboard and other paper products, styrofoam, wood, containers, and other recycle materials.

Staff: Judy Steely, director.

Setting: The Center occupies four rooms (one side of a duplex) in an old building in Carrollton, 50 miles west of Atlanta.

Participation: K-12 teachers participate on volunteer time. Students, parents, administrators, community members, and college students also use the Center.

Fees and Credit: Use of the Center is free except for 20¢-a-foot lamination charge. Staff development courses with professional growth credits are offered at no cost.

Affiliation and Support: Carrollton Board of Education.

Decision Making: Advisory board, director, and superintendent of schools.

Origin: Initiated in 1977 by local educators through a proposal approved by the Carrollton Board of Education.

Publications: Monthly newsletter; flyers.

TEACHER RESOURCE CENTER (TRC)

502 Curling Drive
Boise, Idaho 83702

(208) 336-1370, ext. 275

Director: Grant Simonds

Hours: Monday through Friday, 8:30-5; Tuesday evening, 7-9.

Program: Teachers, potential teachers, administrators, children, and community members can meet at the Teacher Resource Center to reflect, exchange ideas, and learn from one another. For five years the Center was used primarily for its library component, through which teachers can order materials through the district mail service. During school year 1977-78, a recycling component (Serendipity Volunteer Center), which seeks to become "the central scrounge agent for 1300 teachers," and a teacher-centered inservice design were added.

A group of teachers, including Center staff and advisory board members, conducted personal interviews of seven percent of the professional staff. Using the information collected together with information from district questionnaires, the Center designed teacher-centered inservice to meet both teacher and district needs. Teachers will be involved in planning, implementing, and evaluating future inservice programs on a continuous and cyclical basis.

When an individual, group of teachers, principal, or the supervisory staff requests assistance, Center staff will organize a program in specific teaching skills, or will recommend appropriate resources. The Center is organizing a talent bank of teachers in the district and, through an inservice network, will put people with a need in touch with resources and people to help meet that need.

Resources: Resource library with over 2000 items, including books, audiovisual kits, audiovisual equipment, magazines; industrial-size laminator; large and small workshop/meeting spaces; woodworking shop and tools; Serendipity Volunteer Center (recycling component).

Staff: Grant Simonds, facilitator; Cathy Knecht, secretary; Bettie Perkins, library media clerk. All are full time.

Setting: The Center occupies 5500 square feet in the top portion of the "Bomb Shelter," an earth-covered structure on the north edge of the city in the foothills. Boise, in southwest Idaho, is the state capitol.

Participation: K-12 teachers, administrative staff, and student teachers participate on

volunteer time. Parochial school staffs and community volunteers also use the Center.

Fees and Credit: Free. Some workshops are offered with college credit.

Affiliation and Support: Boise Independent School District.

Decision Making: Advisory board consisting of four elementary teachers, two junior high teachers, two senior high teachers, one special education teacher, and two administrators who serve ex officio.

Origin: In school year 1971-72, teacher resistance to change planned by the district erupted in a serious crisis. To help administrators and teachers work together to bring about needed change, two elementary teachers, Beth Chadbourne and Harriet Brandt, along with a small group of teachers and administrators initiated the Teacher Resource Center in 1971-72.

Publication: Periodic newsletter.

PROFESSIONAL DEVELOPMENT AND RESOURCE CENTER-NORTH

2107 North Magnolia Street
Chicago, Illinois 60614

(312) 549-3810

Director: Al Sterling

Hours: Monday through Friday, 8-4:30; open all year.

Program: "The Professional Development and Resource Center-North is only limited by *your* imagination." The Center is responsive to all service requests by members of the school community, and facilitates inservice for large or small groups of participants in all content areas. Activities include exhibitions of materials, make-and-take workshops, audiovisual seminars, and mini-courses in math, science, and other content areas. A half-day inservice program is offered to acquaint teachers with the Center, and they are also welcome to drop by.

Resources: Professional library; audiovisual studio with three portable videos, films, filmstrips, cassettes; curriculum samples; duplicating equipment, laminators, drymount press; work tables and areas, coffee. Access to all resources of the Chicago Public Schools.

Staff: Al Sterling, coordinator; Susan Nowiszewski, secretary; Jim Poulsom, audiovisual producer; and five CETA aides (library, resident artist, mimeo, and two generalists who give all types of assistance).

Setting: A 105-year-old school building with twelve classrooms oriented to subject areas and provisioned by volunteer subject area committees; a large basement; and a parking lot. Located on Chicago's "Near Northside" in the vicinity of DePaul University.

Participation: All members of the school community, including preschool through secondary teachers, administrators, parents, students; community organizations, social workers, and individuals. Teachers participate on volunteer time and release time for workshops.

Fees and Credit: Free (except for lamination fee). Board of education salary increment workshops offered frequently.

Affiliation and Support: Bureau of Staff Development, Chicago Public Schools.

Decision Making: Administrators in the Chicago Public Schools and an advisory board composed of teachers, administrators, parents, and community members.

Origin: As a result of ideas submitted by curriculum coordinators, the Center

opened in December 1974 as part of the Chicago Public Schools.

Publications: Brochures, flyers, and calendars.

THE YELLOW BRICK ROAD

Mailing Address:
c/o Mylrae Rundle
505 South Quentin Road
Palatine, Illinois 60067

c/o Gray M. Sanborn School
101 North Oak Street
Palatine, Illinois 60067

(312) 359-0928

Contact: Mylrae Rundle

Hours: Tuesday and Thursday, 2:30-5.

Program: A journey to the Yellow Brick Road leads to opportunities to create learning materials and to share new ideas and techniques in a creative atmosphere. Colorful displays which change monthly dot the bright walls of the Center. Teachers can construct games and organize learning centers for their classrooms with tools and materials in the recycle shop and workroom. Inservice meetings and workshops, such as five new ways to teach "kitchen physics," and special monthly activities taught by teachers are held in the Center after school. The Center is a place to drop in, relax with a cup of coffee and goodies, absorb and brainstorm, laugh and discuss, and let imagination travel down a path to who knows what?

Resources: Work space, recycling center; materials, interest center ideas, math file folder, books, periodicals, traceables for bulletin boards, curriculum materials, file box of reading activities; tools.

Staff: Mylrae Rundle is chairperson of the teacher center committee; volunteers serve as hosts or hostesses.

Setting: The Yellow Brick Road is housed in a classroom in Gray M. Sanborn School. Palatine is a suburb about fifteen miles northwest of Chicago.

Participation: All public and parochial teachers in Palatine-Rolling Meadows may participate on volunteer time (and Munchkins drop in now and then).

Fees and Credit: None.

Affiliation: Community Consolidated School District 15.

Support: Local board of education.

Decision Making: Advisory board composed of teachers, supervisors, and administrators.

Origin: The district's curriculum advisory council and several teachers, Barbara Pavilonis, Glenn Engelhardt, and Sandra VanSickle, formed a committee to start work on a teachers' center over one summer. The name Yellow Brick Road was decided on, and the Center opened in 1978.

Publication: Monthly bulletin includes calendar.

ELKHART TEACHER CENTER

Educational Services Center
2720 California Road
Elkhart, Indiana 46514

(219) 295-4984 and 295-4812

Directors: Jim Funkhouser and Pat Geedy

Hours: Monday through Friday, 7:30-4.

Program: A federally funded Title IV-C project, the Elkhart Teacher Center is designed to provide relevant inservice opportunities for Elkhart teachers. The Center offers workshops, courses, speakers, consultants, curriculum meetings, conferences, visitations, and coordinates professional growth experiences provided by the Elkhart Community Schools.

After-school and evening workshops, such as projects for the kiln, are conducted to meet group needs identified by advisory council members, principals, and other professional personnel. When individual teachers express a need for assistance through resource requests, the Center arranges visits to other sites, supplies materials, procures appropriate research or professional writings, refers the teacher to an institute of higher learning, and/or develops workshops addressing both personal and professional needs.

Resources: All resources of the Educational Services Center are available, including a comprehensive professional library, central processing center for educational materials, audiovisual library, and a center for preparing learning materials; access to a kiln.

Staff: Jim Funkhouser, coordinator, secondary and vocational education; Pat Geedy, coordinator, elementary and special education; Lynn Hollar, secretary.

Setting: The Center occupies an area on the lower level of the Educational Services Center adjacent to the professional library and media center. Elkhart is in northern Indiana east of South Bend on the Michigan border.

Participation: Elementary, secondary, special education, and vocational education teachers and administrators from Elkhart Community Schools participate on volunteer time. Staff from three private schools also attend.

Fees and Credit: None.

Affiliation: Elkhart Community Schools.

Support: ESEA, Title IV-C.

Decision Making: Teacher Center advisory council composed of eleven teachers, four administrators, one representative from each of the following: Ball State University, Indiana University at South Bend, Elkhart School Board, nonpublic schools participating in the Center.

Origin: The Center was established with ESEA, Title IV-C funds for school year 1977-78. An advisory council was established at the first organizational meeting in September 1977, and Jim Funkhouser was appointed in October. The second coordinator, Pat Geedy, joined the program in February 1978.

MURDOCK TEACHER CENTER

670 North Edgemoor
Wichita, Kansas 67208

(316) 682-1565

Director: Allen W. Mills

Hours: Monday through Friday, 7:45-8; Saturday, 8-5.

Program: The Center offers varied inservice programs designed to give district teachers the knowledge, skills, and materials needed to create humanistic, student-centered classrooms. Determined by formal (large-group) and informal (individual) needs assessments, programs are presented as graduate courses; two to five consecutive study group sessions on one topic; single session discussion groups; or make-and-take workshops that include various instructional materials, cardboard carpentry, and laminating. In addition, the Center conducts workshops in weaving, cooking, rug assembly, Indian crafts, papermaking, bookbinding and printing, puppetry, and photography.

Center staff work in classrooms to assist individual teachers implement programs, apply new teaching techniques, and change classroom environments, and are often called on to help schools plan and facilitate faculty inservice programs. With curriculum specialists, staff also help teachers use new textbooks and curriculum programs.

Resources: Construction room, make-and-take room with teacher- and staff-made materials available for replication, conference and large meeting areas, extensive professional library. Audiovisual and multimedia equipment, including xerox, mimeograph, and ditto machines, microfiche reader, cameras, drymount presses, laminating machines; cardboard carpentry and other building tools. Supplies, such as paper, magic markers, and glue sticks, are available to teachers at cost.

Staff: Allen W. Mills, director and teaching advisor; Patsy Burdine, Peggy Friedman, Phil Randol, secondary teaching advisors; Gertrude Duckett, Betty Dulinawka, Mary Ellen Isaac, Lottie Miller, Patty Miller, elementary teaching advisors; Margaret Deaver, library media advisor; John Nickel, Wichita State University advisor; Brenda Haught, commercial artist; Alfreda Micheaux, secretary; Gary Miller, clerk; Joan Tooley, clerk typist; Sally Wegerer, instructional aide. All staff are employed full-time at the Center and function as developers and facilitators of various programs.

Setting: Murdock Teacher Center is housed in a 14-room former elementary school built in 1951. The school was closed in 1973 as a result of busing for desegregation and declining enrollment. The building, refurbished by the board of education, is located on the east side of the city in a post-

World War II residential area with encroaching small commercial enterprises. An adjoining large community park is used for some outdoor Center activities.

Participation: Any district personnel may attend courses, workshops, seminars, and study groups on volunteer time. Twenty-seven school districts surrounding Wichita are invited to participate. Parent groups, retired teachers' organization, and civic groups, such as Girl Scouts, also use the Center.

Fees and Credit: Most activities are free. A minimal fee is charged for some workshops and materials, such as cardboard carpentry. University tuition fee is charged for graduate courses, which earn two or three hours of credit.

Affiliation: Division of Curriculum Services, Unified School District #259.

Support: Board of education general budget.

Decision Making: Center staff and curriculum directors make decisions based on district-wide needs assessment. Policy/supervisory board is being developed.

Origin: The Center began in 1973 as a project for junior-high-school language arts, social studies, and mathematics teachers funded under ESEA, Title IV-C.

TEACHER RESOURCE CENTER

Charles County/University of Maryland Teacher Corps Project
John Hanson Middle School
Waldorf, Maryland 20601

(301) 645-1034 and 843-2024

Director: J. Kelly Tonsmeire

Hours: Monday through Friday, 3:30-6:30. Closed end of June through end of August.

Program: This teacher-designed Resource Center is a place where staff can come together to learn, study, reflect, and teach one another about teaching. After-school weekly workshops, mainly taught by local teachers, have covered such topics as learning centers, filmmaking, creative writing, cardboard carpentry, classroom games, and macrame. Whenever possible all course work and workshops are offered to all teachers in the district (not only Teachers Corps participants). The Teacher Resource Center is an outgrowth of the Charles County Education Center, a collaborative effort of the Charles County Board of Education and the College of Education at the University of Maryland.

More than 250 community people have been trained as tutors and classroom volunteers through Teacher Corps. "Teacher Corps team members spend a substantial amount of time each week involved in efforts which encourage, support, and develop educational activities beyond the regular school program." The Teacher Resource Center will continue this program in 1978-79 when Teacher Corps funding ends.

Resources: Professional library; space and tables for constructing and displaying; drymount press; cameras, portable video; tools; materials for making learning aids.

Staff: J. Kelly Tonsmeire, director; Judy Gagne, assistant, coordinates the use of the Center, advertising, and workshops. Teachers are paid as consultants for planning and presenting workshops on topics identified in the needs assessment conducted each fall. Supervisors or University of Maryland faculty occasionally lead workshops. Nita Potter is coordinator of the Charles County Education Center, the parent organization.

Setting: Teacher Corps and the Resource Center are based at Hanson Middle School. Other participating schools are Arthur Middleton Elementary, Malcolm Elementary, Thomas Stone High School, and Benjamin Stoddert School. Waldorf is less than an hour's drive south of Washington, D.C., on Route 301.

Participation: Teachers (K-12) and parents; also administrators. Teachers participate on 95% volunteer time. The Center is hoping to expand participation to include other schools in the county in 1978-79.

Fees and Credit: Free. One graduate level course is offered free to any teacher in the district by University of Maryland staff.

Affiliation: Charles County Board of Education and University of Maryland (coordinated through University College branch, College Park).

Support: Federal Teacher Corps project, Charles County, and University of Maryland. 1977-78 is the last year of Teacher Corps support. The Center will continue to be funded by Charles County and University of Maryland in the coming year.

Decision Making: The Charles County Education Center (parent organization) has a formal governance plan. A policy committee (assistant superintendent, community representative, central staff, university representative, teacher association president, and four classroom teachers) meets in the fall and spring to consider policy. An operations committee (four classroom teachers and four principals from participating schools, and the Education Center coordinator) meets monthly, and is responsible for the ongoing operation of the Education Center. The Teacher Resource Center program is directed by a committee of teacher representatives from each of the Center schools.

Origin: In 1974-75, persons from Charles County explored with the University of Maryland the establishment of an Education Center. They conceived a model that would emphasize collaboration and shared decision making in providing preservice and inservice. In 1975 the Education Center opened. In 1975-76, a Teacher Corps grant was proposed and accepted for a two-year program. In spring 1976, a small group of teachers with a growing interest in developing a resource center initiated the concept. From this, two formal courses were offered on "Developing a Teacher Resource Center." Over a year's time participants planned, designed, and implemented the Resource Center. In 1977-78, the Center moved to Hanson Middle School and one parent part-time staff member was funded by Teacher Corps.

Publications: Monthly calendar of events; flyers advertising workshops; slide/tape show; newsletters. Tonsmeire, J. Kelly. "The Charles County Education Center: A Case Study in Effective University/School District Collaboration." June 1976. 6 pp.

PROJECT INTERSERV

Attleboro High School
Rathbun Willard Drive
Attleboro, Massachusetts 02703

(617) 226-2010

Director: Marianne Boumenot

Hours: Monday through Friday, 7:30-4:30; some Saturdays and vacations.

Program: Project Interserv offers an inservice program that is responsive to the diversity of needs among teachers. Needs assessment is conducted (1) through an annual survey which asks staff to select areas of need from a list of potential workshop topics; (2) through teachers' self-assessments; and (3) through an evaluation in which teachers and their evaluators jointly review objectives for the teachers' professional development.

Mostly after-school and some Saturday workshops are held on topics such as curriculum development and implication for instruction, impact of human developmental stages on the learning process, and sex-role stereotyping in school. All workshops (more than 100 in 1977-78) are led by local school staff. "Teachers appreciate the sort of training their colleagues need and enjoy . . . most teachers are delighted to share their teaching skills." Evaluations of workshops (held at the Center and at schools throughout the city) help to adopt and improve future workshops.

A parent and community component was added to the program during 1977-78. Topics such as positive use of commercial television, parent effectiveness training, and metrics for home use were a few of the programs offered.

Resources: Professional library including educational magazines and texts; resource lending library including learning games; curriculum guides, interdisciplinary units, learning activity packages; supplies for teachers to make their own classroom learning materials; audiovisual equipment, videotapes, and video equipment.

Staff: Marianne Boumenot, full-time director; Susan Heher, full-time secretary.

Setting: The Center occupies a portion of the resource center in the Attleboro High School. Attleboro is in southeastern Massachusetts near Providence, Rhode Island, and Interstate 95.

Participation: K-12 teachers, instructional learning assistants, counselors, administrators, parents, and members of the community. "Although participation is voluntary, over 75% of the Attleboro's school staff has taken Interserv workshops." Teachers participate mostly on volunteer time. Some daytime inservice activities are scheduled.

Fees and Credit: All workshops are free. Courses for local or graduate credit have varying fees and are arranged through Worcester State College, Southeastern Massachusetts University, Massachusetts College of Arts, and Lesley College.

Affiliation: Attleboro School Department.

Support: Title IV-C, ESEA. Income from courses and local in-kind funds, including Attleboro School Department.

Decision Making: Advisory board made up of central administration, principals, teachers, and parents.

Origin: Initiated in 1975-76 by local educators through Title III. Theodore Thibodeau, curriculum coordinator, and Bart O'Connor, assistant superintendent, were instrumental in starting the Center.

Publications: Monthly calendar and periodic newsletters. "In-Service Options" booklet describes the objectives of each workshop, the place and time, and a brief description of the format.

DISTRICT VI RESOURCE CENTER

**University of Massachusetts/
Harbor Campus
Boston, Massachusetts 02125**

(617) 287-1900, ext. 2388

Director: Geraldine Tilley

Hours: Monday through Friday, 9-5; September through June.

Program: The District VI Resource Center was designed to assist in the desegregation efforts of the Boston Public Schools. Materials, workshops, mini-grant programs, monthly curriculum kits, a newspaper, and a district-wide Olympics for elementary students have provided children, parents, teachers, and administrators with the resources necessary for educational change. The emphasis this year is on the infusion of multicultural education in all programs, activities, and materials. Inservice workshops, which grow out of needs assessments, are held in schools on inservice days.

The Center is open on a drop-in basis and also provides services to pick up and deliver materials and equipment to each of the schools in the district. The Center sponsors a program in which parents and U Mass students tutor in the schools and also sponsors a multicultural arts program in the schools.

Resources: Library of educational materials, laminator, drymount press, duplicators, recycle center, cardboard carpentry, wide range of audiovisual equipment, primary typewriters.

Staff: Full-time coordinator, Gerry Tilley. Other staff part-time: assistant to the coordinator (parent); research writer (teacher); clerk-typist (parent); multicultural coordinator, Leonard Brown; pick-up and delivery person.

Setting: Two rooms (office and library) and a large hallway (recycle and workshop space) on the 11th floor of the library building, University of Massachusetts/Harbor Campus, Boston.

Participation: Elementary, middle, and high school teachers, aides, parents, and administrators of the 18 District VI (South Boston, Dorchester, Roxbury) public schools. Teachers participate on volunteer and release time. Also university and community participants.

Fees and Credit: Fees for use of laminator, drymount, duplicator. Negotiations with the university for undergraduate and graduate credit are in process for courses designed through the Center.

Affiliation: District VI of Boston Public Schools and Institute for Learning and Teaching, University of Massachusetts/Harbor Campus.

Support: Chapter 636 federal funding for desegregation (administered through the state) and donations from community organizations and foundations. In exchange for facilities, the Center services university daycare and teacher certification programs.

Decision Making: A 26-member steering committee composed of representative teachers, parents, and administrators from District VI govern the program's design and expenditures.

Origin: A planning team of teachers, parents, and administrators from the District VI public schools and the Institute for Learning and Teaching, U Mass designed the original 636 proposal in spring 1975. The Center operated in March 1976.

Publications: Newsletter; newspaper several times a year; catalogue of educational materials; resource center handbook; ethnic cookbook; multicultural calendar.

THE ENGLISH HIGH TEACHERS' CENTER

Room 610
The English High School
77 Avenue Louis Pasteur
Boston, Massachusetts 02115

(617) 738-8848

Contact: Peg LeGendre or Phil Stec

Hours: Monday through Friday, 7:30-3. Closed July and August.

Program: Based on a developmental model, and a commitment to integrating staff development with school renewal efforts, the Center offers programs designed exclusively for secondary teachers. Five laboratories form the organizational structure for the Center. The *Teaching and Learning Laboratory* provides services to help teachers improve their skills and technique, and to assist teachers in conducting informal research on learning. The *M.O.D.E.L. Laboratory* provides support for curriculum development activities. The *Materials Laboratory* provides assistance in finding appropriate classroom materials and a make-and-take component. The *Alternative Resource Center Laboratory* assists faculty in the development/implementation/improvement of alternative programs. The *Community Resources Laboratory* links teachers with available resources for use both within and outside of the classroom.

Center programs include drop-in seminars, work groups, formal and informal consultant services, independent study, and formal coursework on-site. Course sessions are scheduled in the daytime, after school, and sometimes evenings and weekends.

University of Massachusetts sponsors several programs for English High students, including tutoring in basic skills by university teaching assistants and student teachers.

Resources: Filmstrips, slides, tapes, cassettes, microfiche, movies, overhead projector, duplicator, thermofax, typewriters, meeting room, small professional library, coffee. Access to audiovisual hardware and school system's administration library. Small grants to faculty who wish to pursue development of alternative programs and for teachers to take students on field trips.

Staff: Peg LeGendre, coordinator; Phil Stec, program development specialist; full-time instructional aide. U Mass faculty act as consultants.

Setting: The Center is located in a large attractive room adjacent to the library on the sixth floor of English High School (a ten-story, two-building facility). English High School is near Boston University.

Participation: The Center serves all faculty at English High. Participation is voluntary.

Teachers may use the Center during the day on a drop-in basis or during their planning and development period, and after school. University teaching assistants and student teachers also participate.

Fees and Credit: Free for noncredit. Graduate credit is optional through the University of Massachusetts/Amherst for salary increment and/or toward earning an advanced degree through U Mass (a number of teachers are enrolled in masters, C.A.G.S.—certificate of advanced graduate study, and doctoral programs).

Affiliation: The English High School and the University of Massachusetts/Amherst.

Support: The Center is currently supported through the English High-University of Massachusetts/Amherst Collaborative, funded through Chapter 636, state aid for desegregation, as well as substantial in-kind contributions from both institutions.

Decision Making: A representative board, comprised of a majority of teachers, meets monthly and is responsible for setting overall policy. In addition to teachers, the headmaster, Center staff, the U Mass project director, and a U Mass faculty member, the board includes both a parent and a student representative. The coordinator and the program development specialist are responsible for day-to-day Center management, planning, and decision making.

Origin: English High School and the University of Massachusetts/Amherst entered into collaboration in 1975. The purpose of the collaborative was to provide a unique site-based degree program for teachers so that theory and practice could be successfully integrated, as well as to provide support for the development of educational options for students. In September 1977 the collaborative sponsored the opening of the Teachers' Center at English High to increase support for all faculty, including those who chose not to participate in the degree program.

Publications: Brochure; program booklet describing degree program and graduate course offerings; slide/tape available September 1978.

TEACHER-COMMUNITY SEED CENTER
(Sharing, Exploring, Educating, and Developing)

Crittenden Building
Ashfield Street
Shelburne Falls, Massachusetts 01370

(413) 625-2555

Director: Gwen Van Dorp

Hours: Monday through Friday, 9-5; weekends and evenings for scheduled workshops and classes.

Program: SEED Center's goal is to link nine rural towns in the largest geographical school district in Massachusetts by organizing and coordinating educational materials and resources. Working on the premise that education is a lifelong endeavor, the Center offers after-school, evening, and weekend workshops, mini-courses, and graduate courses. Workshop topics range from designing learning centers to developing curriculum about alcohol and drug abuse. Mini-courses, created with the community in mind, offer such classes as local artists teaching photography, stained glass, children's book illustration and writing. Graduate courses include topics such as "transactional analysis for educators." The Center is also open on a drop-in basis for consultation and conversation.

A staff development program for fifth- through eighth-grade teachers is designed to ease the transition of students from five rural elementary schools to one regional high school. A steering committee of teachers coordinates this program with SEED staff.

The Center also offers a preschool story hour and coordinates release time programs. Center staff consult with teachers in their schools and help teachers exchange materials. SEED takes activities, such as recycling crafts, to children in the classroom.

Resources: Professional library including educational magazines; resource lending library with learning kits, games, posters, and activity books. Recycling center with materials, craft examples, idea books, and space for workshops. Darkroom, drymount and laminating presses, duplicating services, cable television.

Staff: Gwen Van Dorp, full-time director; Anne O'Brien, full-time assistant director; Gloria Evans and John Sherman, part-time Neighborhood Youth Corps workers; Jon Bolaski, volunteer; and part-time parent volunteers.

Setting: SEED Center occupies a former classroom in a retired school building that also houses the superintendent's offices. Centrally located in the nine-town school district, Shelburne Falls is on the Mohawk Trail twelve miles west of Greenfield in western Massachusetts.

Participation: District elementary and secondary teachers participate on release and volunteer time. Students, administrators, and community members also use the Center.

Fees and Credit: Workshops with inservice credit available to district teachers are free. Mini-courses, usually lasting five weeks, cost $15 plus materials. Two- and three-credit graduate courses available through University of Massachusetts, North Adams State College, and Westfield State College; fees vary.

Affiliation: Sponsored by one regional high school, five elementary schools, one private school, and seven school committees in the nine-town area (Buckland, Shelburne, Colrain, Ashfield, Plainfield, Rowe, Heath, Charlemont, Hawley).

Support: ESEA, Title IV-C funding. Small income from graduate course and mini-course fees and use of duplicating equipment by the community. The superintendent's office provides space and has contributed funds and in-kind services.

Decision Making: Advisory board consisting of teachers, administrators, and community representatives.

Origin: "Proposed as an effort to resurrect the tradition of people depending upon one another for social, emotional, and intellectual support, in order to foster the development of teachers, schools, and the community," the SEED Center was initiated by the regional school district in September 1976 with ESEA, Title IV-C funds.

Publications: Monthly newsletter/calendar; course catalogue.

EAST AREA
CURRICULUM RESOURCE CENTER

Sanford Junior High School
3524 42nd Avenue South
Minneapolis, Minnesota 55406

(612) 724-3681

Director: Elmer A. Koch, Jr.

Hours: Monday through Friday, 8-4:30; other times by appointment or special arrangement.

Program: At the East Area Curriculum Resource Center, teachers may review commercial learning materials, create teaching materials, attend inservice workshops, receive resource help, and interact with curriculum specialists and other teachers. The Center also serves as the office for three of the four resource teachers assigned to the East Area (the science resource teacher is linked to the Center but headquartered at another location). The resource teachers in language arts, mathematics, and social studies hold meetings with faculties, small groups, or individual teachers in the Center; go to schools and classrooms to provide services in planning, materials identification, inservice leadership, demonstration lessons, or to do co-teaching; organize inservice sessions based on needs identified by contact people in each school; and lend materials for tryout.

Resources: Automatic laminator, hand laminator, ditto machine, duplicator, primary typewriters, hand-held calculator, computer terminal, audiovisual equipment, TV, recycled materials, cardboard and some carpentry tools. Other resources and tools are available at the science center.

Staff: Elmer A. Koch, Jr., K-12 curriculum generalist, coordinates and facilitates curriculum/staff development efforts in the East Area with teachers and principals, and provides liaison to other Area Centers and central office curriculum efforts; Dennis Debe, language arts resource teacher; Casey Humphreys, mathematics resource teacher; Betty White, social studies resource teacher; Bob Wolfe, science resource teacher; Adeline Gilberg, aide; all are full time.

Setting: The Center occupies two over-sized rooms covering approximately 3000 square feet in the basement of a junior high school.

Participation: The Center is available to any K-12 Minneapolis Public School staff on release and volunteer time. Parents and student teachers also use the Center.

Fees and Credit: Free. Specially arranged University of Minnesota courses with credit have been offered.

Affiliation and Support: Minneapolis Public Schools.

Decision Making: Decisions about Center operation are made by the curriculum generalist and resource teachers. East Area staff development committee, chaired by the curriculum generalist and composed of three classroom teachers, two principals, two aides, and two parents, makes decisions about expenditure of funds for staff/curriculum development activities.

Origin: The East Area Center is one of three Area Centers in the Minneapolis School District which have developed over the past ten years. The Center is the result of the consolidation of the separate offices of the resource teachers into one location.

EDUCATIONAL EXCHANGE CENTER

Brookdale Community College
Lincroft, New Jersey 07738

(201) 842-1900, ext. 318

Director: Liz Hanson

Hours: Monday through Friday, 9-5 for drop-in; Tuesday workshops 3-9:30.

Program: "Teacher helping teacher is the atmosphere of the Center and we'll do anything we can to facilitate this." In an effort to help teachers individualize their teaching and classrooms, the Educational Exchange Center offers workshops, inservice courses, and programs on topics of interest. Tuesday workshops present practical new ideas and techniques which can be integrated into a variety of existing teaching situations. Topics include "Creative Learning for Kindergarten Children," "Science for Preschoolers," "Learning to Listen," and others. Inservice programs are designed to meet the particular needs of each school.

The Center serves as a clearinghouse of ideas, information, and resources and is open on a drop-in basis for teachers to make-and-take, look at materials, and exchange ideas.

Resources: Recycle room with scrap materials, laminator, copier, overhead projector; circulating and non-circulating resource collection, including kits for classroom use, slide show, records, filmstrips to loan, "game of the month" which can be duplicated for classroom use.

Staff: Liz Hanson, volunteer coordinator; teacher volunteers from Alpha Delta Kappa.

Setting: The Center occupies four rooms of an old house on Brookdale Community College campus. Lincroft is in the northeast corner of New Jersey.

Participation: Preschool through 12th-grade teachers attend the Center on volunteer time; inservice programs are taken to schools on request. Students, parents, administrators, Girl Scouts, and other community groups also participate.

Fees and Credit: $1 fee for workshops; larger fee for more extensive programs. None for credit.

Affiliation and Support: Community Services Division of Brookdale Community College provides space, publicity, and funds for materials and daily operation. Other support from CETA and the Monmouth County Junior League.

Decision Making: Advisory council composed of teachers, administrators, and community representatives lends guidance, with many decisions made by polling participating teachers.

Origin: The Center opened in October 1974 as a result of parent-teacher interest aroused by a Brookdale Community College seminar on open education.

Publications: Brochure published semi-annually, occasional flyers, consumer education kit available for classroom use.

GARDEN STATE TEACHER CENTER

c/o Ramapo College
505 Ramapo Valley Road
Mahwah, New Jersey 07430

(201) 825-0839

Director: Stanley Chu

Hours: Monday through Thursday, 3:30-7; occasional Saturday, 10-1.

Program: The Garden State Teacher Center is a resource support system run by and for teachers. Working with teachers in the areas of their expressed needs, both within their classrooms and in the curriculum-rich facility, the Center encourages an ongoing personal dialogue among adults.

Curriculum workshops and seminars led by experienced teachers and Center staff are given in language development, reading, math, science, art, classroom organization, and photography. Although services and resources are available to the entire education community, advisory work with elementary teachers will be emphasized in the Center's first year of operation.

Resources: Space and supplies are provided for exploration in language development, reading, math, science, art, and photography. Tools and laminating equipment will be available to design and construct curriculum materials. Staff are available to suggest new uses of materials and their possible implications and relationships to the development of children.

Staff: Stanley Chu, director; Rosemary Cherichella, David Schwartz, Kevin Wilmer, teacher/advisor interns; Margaret Henry, administrative assistant/secretary

Setting: The Center occupies a large room and office space at Ramapo College in Mahwah, located in northeast New Jersey.

Participation: The Center facility and services are open to over 11,000 teachers in the 75 school districts within Bergen County. Teachers participate on volunteer time.

Fees and Credit: None.

Affiliation and Support: Bergen County Superintendent's Office, the Bergen County Education Association, and Ramapo College provide non-financial support. Funding is through a special project of the Educational Improvement Center-Northeast's Title IV-C project.

Decision Making: Decisions are made by the Center's director and a policy board of elected Bergen County teachers.

Origin: In September 1977 a county-wide election was sponsored by the Bergen County Education Association to elect teachers to the teacher center policy board. The board began meeting in October 1977 to respond to the need for a teacher center within Bergen County. The Center opened April 10, 1978.

Publication: Monthly calendar and newsletter beginning September 1978.

THE TEACHERS' CENTER

Bell and Linden Streets
Mesilla Park, New Mexico 88047

(505) 526-3341 (central office)

Mailing Address:
301 West Amador Avenue
Las Cruces, New Mexico 88001

Director: Sharon S. Meier.

Hours: Monday and Wednesday, 9-6; Tuesday and Thursday, 9-9; Saturday, 9-1.

Program: The Teachers' Center is dedicated to the philosophy of "by and for teachers." A variety of after-school, evening, and Saturday workshops are available and are conducted by experienced classroom teachers as well as other volunteers from the university and community. The primary workshop focus has centered on basic skills. Additionally, offerings in art, music, human sexuality, local history, first aid, individualized instruction, and classroom management are available.

Advisory: in-school and in-classroom guidance available to persons requesting assistance in areas of curriculum, classroom management, and classroom environment.

Resources: Resource library; collection of teacher-developed materials; cardboard carpentry tools; duplicating and laminating equipment; sewing machine; primary and general office typewriters; photographic lab; recycle center and wide variety of raw materials for construction of learning materials.

Staff: Sharon Meier, full-time coordinator of Center activities; Maria Lopez, full-time staff member for arts, crafts, and teacher-made materials; office support.

Setting: Located in an old school with converted cafeteria and classrooms. Mesilla Park is south of Las Cruces, which is in southern New Mexico, 47 miles north of El Paso, Texas.

Participation: Las Cruces public school teachers (K-12) participate on volunteer time; also New Mexico State University (Las Cruces) preservice students, and people from neighboring communities. Release time offered for some special programs (ESEA, Titles I and IV) that hold activities in the Center.

Fees and Credit: Fees for materials in some workshops. Inservice credit through state department of education, and New Mexico State University graduate credit available.

Affiliation and Support: Las Cruces School District 2.

Decision Making: Advisory board comprised of one representative from each building. Executive board drawn from the larger advisory board handles financial

matters and situations involving immediate decisions.

Origin: Initiated in spring 1977 by local classroom teachers working directly with the local superintendent. Opened officially in October 1977.

Publication: Monthly calendar of events sent to every teacher in the district.

THE DISTRICT 10
LANGUAGE ARTS RESOURCE CENTER

Angelo Patri School (I.S. 137)
2225 Webster Avenue
Bronx, New York 10453

(212) 220-8462

Director: Jacqueline Ancess

Hours: Monday through Friday, 8:15-2:30.

Program: The basic concept of the Center is to enrich the learning of students. Center staff, and occasionally outside resource people, work with teachers to develop curriculum, organize lessons, make games, and set up special learning centers that extend the basic school curriculum. The Center is set up with separate areas for math, science, and other subject areas to serve as an example for teachers who teach in teams of five in an open setting. Teacher and children's work is displayed in the Center, and a file of curriculum developed by teachers is available. Recently the Center conducted a crafts day during which students and teachers could work with their choice of six artists.

The Center also works with Lincoln Center's aesthetic education program, especially in the areas of photography and filmmaking, and offers workshops in media, animation, and making pinhole cameras. Workshops are conducted mostly during school hours, and occasionally during weekends and evenings.

Resources: Books, ditto ma[illegible], laminator, bookbinding supplies, xerox machine, mimeograph, and thermofax. Other resources are selected when needed to extend the basic curriculum to meet students' interests.

Staff: Jacqueline Ance[illegible]tor, and Arline Weisberg, both employed as full-time teacher trainers by the district.

Setting: The Center is housed in Angelo Patri School (I.S. 137) located near the IND subway line in the north Bronx.

Participation: Teachers from Angelo Patri School (I.S. 137) participate on release and volunteer time. Any teacher in the district may attend scheduled workshops.

Fees and Credit: No fees or credit.

Affiliation: District 10, New York Public Schools.

Support: School district provides space. Staff salaries from New York City Board of Education.

Decision Making: On the basis of teachers' needs, the director makes decisions about the Center, and is responsible to the principal and the district superintendent.

Origin: As a result of district interest in open education, the Learning Co-op of the New York City Board of Education matched funds with the Ford Foundation and District 10 ($5000 each) to start the Center in fall 1975. Jacqueline Ancess wrote the original proposal with the assistance of Herb Cook and Ann Mack.

Publication: Announcement of Center programs made in district bulletin.

READING RESOURCE-STUDY SKILLS CENTER

Cicero High School
Route #31
Cicero, New York 13039

(315) 699-2611, ext. 63

Director: Gail Roemmelt

Hours: Monday through Friday, 7:30-3:30.

Program: The Reading Resource-Study Skills Center is a place where high school teachers and students can drop in to work on improving their skills and developing new materials, curriculum, and learning alternatives. Center staff provide teachers with opportunities for individual consultation and team planning and teaching; offer ongoing mini-courses and workshops; and supply current information about teaching-learning strategies, and possibilities and strategies for grant writing. Through independent study programs, Center staff help students improve skills in such areas as test-taking, reading development, vocabulary power, speed reading, and speed writing. The Center also offers tutoring programs for students in remedial reading, preparing term papers, and other areas.

The Center is available to the entire school population as a materials resource and retrieval center. Ideas and teacher-made or commercially prepared materials are circulated in response to curriculum needs and individual interests.

Resources: Advisory: professional library-media center includes a classroom, video recording center for individuals or small groups, television studio and classroom, laminating machine. Center has access to all school resources, rooms, and equipment, including an animal laboratory, greenhouse, a kiln, woodshop, metal shop, two large-group instruction rooms.

Staff: Gail Roemmelt, full-time advisor; part-time teacher aide and teaching assistant; part-time volunteer library-media staff including two specialists and a coordinator; three secretaries; several grade 10-12 student tutors.

Setting: The Center is a small, intimate room housed in Cicero High School library. Cicero is located approximately ten miles north of Syracuse on Highway 81.

Participation: Cicero High School teachers and students participate on volunteer time. Parents and paraprofessional staff also use the Center.

Fees and Credit: None.

Affiliation: Independent.

Support: Cicero High School.

Decision Making: Decisions are made by Devillo Sloan, district director of reading and language arts, K-12; Peter D. Scholl, Cicero High School principal; library-media-reading/resource advisory committee; Gail Roemmelt, advisor; and North Syracuse School District.

Origin: The advisor position at Cicero High School was created in response to a school-wide needs assessment. The advisor, district director of reading and language arts, Cicero High School principal, and an associate principal delineated facilities and functions. The Center opened in 1974.

Publication: Brace, Barbara; Dewey, Marlene; Roemmelt, Gail. *Reading Games in the Content Areas.* North Syracuse, N.Y.: Study Skills Center, 1977. 24 pp. $1.80 (supplements available $.05 per page, plus postage). Order from the Center.

JAMESVILLE-DEWITT/SYRACUSE UNIVERSITY TEACHING CENTER

Moses-Dewitt Elementary School
Jamesville Road
Dewitt, New York 13214

(315) 446-1512

Director: Gary Wright

Hours: Monday through Friday, 8:30-5.

Program: The Teaching Center offers both preservice and inservice programs which include: (1) Helping school personnel acquire or renew skills and knowledge. Workshops, seminars, panels, and courses respond to teacher-identified needs. Topics for inservice include educating the gifted and talented, the law, values clarification, and role of the police in the community. An ongoing course focuses on teaching writing/composition, communication, and a refresher on grammar. Activities are held mostly in the evening, but sometimes in the daytime, after school, and occasionally on Saturday. Teachers decide the content and format of the activities, and frequently act as consultants to their co-workers. (2) Field activities for Syracuse University graduate and undergraduate students. (3) Research studies to investigate effectiveness of both preservice and inservice programs are conducted. Four or five dissertations each year, such as one on evaluating the effectiveness of the direct teaching model, are based on the work of the program. A committee identifies teachers' questions with the intent of producing research on teaching and children. (4) Preservice students are aided and monitored by campus instructors and advisors, field-based university-connected supervisors, and teachers who have helped design the programs. Three-way contracts are agreed upon by preservice students, cooperating teachers, and university supervisors. These contracts specify work the preservice students are to complete; competencies are translated into classroom or individual activities.

Resources: Professional library of 500 titles housed at the Center. Access to professional library and curriculum materials housed in the resource center, which also serves as a clearinghouse for sharing of teacher ideas and provides media support, instruction, and school and university equipment.

Staff: Gary Wright, full-time director; David Byrd, assistant coordinator; half-time secretary, Alice Bright. Syracuse University provides two graduate assistants to help with supervision of students assigned to the Center.

Setting: The Center has offices in an elementary school but operates its programs throughout the district. The Jamesville-Dewitt schools are located east of Syracuse in upstate New York.

Participation: Mostly undergraduate students from Syracuse University and teachers from Jamesville-Dewitt elementary and secondary schools. Parents, ad-

ministrators, and others are free to use the Center. Teachers participate largely on volunteer time with some release time.

Fees and Credit: Teachers who work with Syracuse University students receive Center services free of charge. These teachers receive Syracuse University graduate credit which may be used for professional increments in the district. Other teachers who do not work with students may use the resource center and audit courses or attend seminars and/or workshops free of charge; these teachers may also take the courses for inservice or graduate credit. Syracuse students earn university credit and pay regular university fees.

Affiliation: Syracuse University and the Jamesville-Dewitt Public Schools.

Support: Support for programs results from the Jamesville-Dewitt schools' help with Syracuse University preservice students. The university awards tuition remission vouchers to teachers with whom students have been placed. The vouchers are pooled; some are used by teachers who need to take particular campus courses, but most of the vouchers are used to enable participating school personnel to engage in Center inservice activities. The university underwrites the appropriate costs for instructors, consultants, and resources for these activities. School district provides office space.

Decision Making: A directing council composed of representatives of school and university participants (more than 50% classroom teachers; less than 50% school district administrators and university representatives). Its members include teachers and principals from the schools in the district most closely involved with the Center; university faculty; dean or his delegate; two university students whose field placements are in the Center; university head of the division of teacher education; school superintendent; and representatives of teachers' association.

Origin: The Jamesville-Dewitt Public Schools and Syracuse University decided to pool their resources and work collaboratively on mutual problems. The Center opened in 1975-76.

Publications: Annual report (available on request); statement of agreement between Syracuse University and Jamesville-Dewitt (available on request).

THE BRANCH—NEW HARTFORD TEACHER CENTER

Point School
Paris Road
New Hartford, New York 13413

(315) 724-9861, ext. 220

Contact: Doreen E. Markson

Hours: Monday through Friday, 9-5.

Program: "Our Center is a workplace for teachers. Some people puzzle over that. 'Isn't the teacher's job in the classroom instructing kids?' they ask. Yes, that's the visible part. But, like an iceberg, what you see is only part of the whole." The Branch provides the meeting place and resources for the "hidden" work that takes place outside the classroom: making instructional materials; reviewing new texts, periodicals, and professional literature; keeping up with new instructional methods and ideas; and sharing ideas and insights, materials, and plans with fellow professionals.

The Center offers workshops, discussion groups, make-and-take sessions, curriculum group work, and drop-in time in a comfortable and inviting setting. Graduate courses in open education, developing curriculum, individual differences in the classroom, interpersonal communication, interpersonal influence, and higher levels of thinking skills are given in conjunction with Elmira College and State University of New York, College at Cortland.

Resources: Professional library containing instructional idea books, texts, and workbooks; on-loan learning center, and instructional materials collection. Apeco copy equipment, laminator, bank of slides and videotapes, typewriters, scrounge materials. Store where teachers can buy low-cost materials such as fluorescent papers and board, colored index cards, markers, containers.

Staff: Volunteer staff. Teachers take turns running open hours and providing workshops.

Setting: New Hartford is in the Mohawk Valley near Utica in upstate New York. The Branch occupies two large connecting rooms in an abandoned school building that houses district administrative offices.

Participation: Teachers from New Hartford Central School participate on volunteer time. Most programs are open to all interested teachers in the area.

Fees and Credit: Materials fees. Graduate credit through Elmira College and State University of New York, College at Cortland.

Affiliation: New Hartford Central School.

Support: Contributions and fund-raising activities run by teachers. District provides space.

Decision Making: Policy board consisting of New Hartford teachers, board of education members, assistant superintendent, representatives from Syracuse University, Utica College, New York State College of Technology, Oneida County BOCES.

Origin: With school district support the Branch began in 1973 as an offshoot of a graduate course in open education. The course was conceived, planned, and initiated by New Hartford teachers in cooperation with Sue Dalziel, staff member of Project Change at SUNY College at Cortland (for a description of Project Change, see April 1977 *Teachers' Centers Exchange Directory).*

THE TEACHER CENTER
FOR TEACHERS OF
THE GIFTED AND TALENTED

Hunter College Campus Schools
94th Street and Park Avenue
New York, New York 10028

(212) 860-1298 (Tuesday only);
570-5433 (messages any day)

Director: Lois Beilin; coordinator: Audrey Feuerstein

Hours: Tuesday, 3-6; Wednesday, 3:30-5.

Program: "The aim of the Center is to give teachers the opportunity to share their ideas about working with gifted and talented children. It enables teachers to develop curriculum which will stimulate and enrich very bright youngsters. It is our hope that all teachers will feel welcome whether they have one gifted child in their class or they are totally involved in a gifted program."

A series of Tuesday after-school workshops include theoretical discussions of how gifted children learn, workshops such as coordinate geometry, and aesthetics and the gifted child. On workshop days the Center opens early for coffee and browsing.

Resources: Professional library and periodicals about educating the gifted; units of study designed for gifted children.

Staff: Part-time coordinator, Audrey Feuerstein; part-time secretary. Consultants from Hunter, Fordham, Columbia, and staff of gifted programs.

Setting: Large room for workshops at Hunter Campus School for the Gifted; office with materials and books on display. The Hunter Campus Schools are on Manhattan's upper East Side.

Participation: Teachers (nursery school through high school) of Hunter Campus Schools, New York City public schools, and independent schools participate on volunteer time. Teachers from New Jersey, Long Island, and Connecticut attend because they want to talk with other teachers working with the gifted.

Fees and Credit: Free for noncredit; fee if taken for graduate credit. Inservice credit through New York City Board of Education.

Affiliation: Consortium: Hunter College, Hunter Campus Schools, Fordham University, Columbia Teachers' College, Board of Education of New York City, School Districts 2, 3 and 4, Dalton School, State Department of Education representative in New York City.

Support: Hunter College and the Astor Foundation.

Decision Making: Members of the consortium as listed above.

Origin: An offshoot of Hunter College Teacher Center (for description, see April 1977 *Teachers' Centers Exchange Directory*). In 1977 when the Hunter Elementary School for the Gifted moved in with Hunter High School for the Gifted, it seemed to be a natural setting for a teachers' center. With support from the dean of Hunter School of Education, the chairman of the Department of Curriculum and Instruction, and the director of the Hunter Campus Schools, the Center was set up by Audrey Feuerstein.

Publications: Flyer listing workshops. Article on the Center in the *Hunter News,* vol. 8, no. 2, January 1978.

THE TOUCHSTONE CENTER

P.S. 9
100 West 84th Street
New York, New York 10024

(212) 831-7717

Mailing Address:
141 East 88th Street
New York, New York 10028

Director: Richard Lewis

Hours: Tuesday, 9-3; Wednesday, 9-5:30. (No workshops held July and August.)

Program: The Touchstone Center is primarily concerned with making meaningful links to teachers, children, and a variety of institutional settings through the arts. Its work in schools emphasizes the collaborative possibilities when artists and teachers work together in order to create sustained curriculums that encompass and make pivotal the artistic and imaginative capacities of individuals of all ages. The Center sees itself as a resource, training ground, and catalyst for such collaborations and has most recently been engaged in developing long-term curriculums with teachers which are based on specific themes and images that bridge and integrate a number of disciplines. Workshops and seminars are geared at providing support, materials, and experience in facilitating and unfolding a thematic curriculum as well as giving teachers the opportunity to examine and practice their own imaginative and expressive capacities.

Scheduled workshops are held in the daytime Wednesdays, after school, and vary from year-to-year. Various workshops suggested by teachers and administrators are held at times convenient to all involved.

Resources: Arts materials of all kinds; bibliographies of books relating to the arts and learning examples of children and teachers' creative work in the arts; articles, reports, and videotapes related to the development of thematic curriculum in the arts; specific resources used in various curriculums created through the Center.

Staff: Richard Lewis, full-time director, and Nancy Lewis, part-time associate director, responsible for overall program of Center; part-time administrative assistant; resource artist-teachers work with teachers and conduct workshops and seminars.

Setting: Two classrooms on third floor of Public School 9 located on Manhattan's upper West Side. These rooms are set up as working studios where teachers are free to explore projects on a long-term basis, collaborating with artist-teachers and consultants of the Center.

Participation: Daycare, elementary, junior-high teachers, and college students (graduate and undergraduate) participate most frequently, supplemented by parents, administrators, college and university faculty, and persons from many diverse professions. Teachers participate mostly on volunteer time,

and some release time for full-day Wednesday workshops.

Fees and Credit: Workshop fees vary according to length of workshop and funding (for example, five two-hour sessions for $20). Certificate for teachers in Fellowship program (a long-term series of public school workshops for teachers who have shown prior commitment to the arts in their classrooms). Inservice credits arranged through New York City Board of Education.

Affiliation: Independent.

Support: Major support for the Center comes from foundations, ESEA, Title I, workshop fees, and sale of publications. Foundations which have supported the Center are: New York State Council on the Arts, Edward J. Noble Foundation, Rockefeller Foundation, Exxon Corporation, New York Foundation.

Decision Making: Directors in association with staff, teachers, and community members.

Origin: The Center was begun in 1969 with a variety of projects in the arts for children. The Center's work with teachers began in 1972 with a grant from the Edward J. Noble Foundation to establish ways of working with teachers in regard to the arts and imaginative thinking.

Publications: Brochure; fall and spring announcements of activities; videotapes of projects undertaken by the Center; large selection of slides and photographs of art work by children and teachers; publications brochure.

Lewis, Richard, ed. "Sing We of Creeping and Crawling Things." $1.50. A poster-booklet made up of myths, legends, and poems about amphibians and reptiles. Other poster-booklets are "Before There Was Thunder," $2; "The First Dot Was the Dinosaurs," $2.50; "Out of My Body," $2; "The Hospital Poster," $2; "The Magic Fish and the Yellow Print," free. Also Lewis, Richard, and Goldberg, Lillian, "The Arts and the Apprentice Teacher," free. All are available from the Center.

SCARSDALE TEACHERS INSTITUTE

Scarsdale High School
Scarsdale, New York 10583

(914) 723-5500

Director: Ralph V. Ricci

Hours: Tuesday and Thursday, 3:30-5:30.

Program: "The purpose of the Scarsdale Teachers Institute is to offer planned and continuous education to the professional staff of the Scarsdale Schools. Its teachers have launched this program because they believe that the best teacher is the alert, open-minded person who continues to learn and to translate his insights into appropriate experiences for his students."

Offering courses in response to the special needs of teachers dealing with Scarsdale children, the Institute strives to create an atmosphere of intellectual excitement, stimulating the entire staff to keep learning. After-school workshops and seminars are held on topics such as metrics, effective teamwork for teachers and students, and archaeology of the Mediterranean. Lecturers in a wide range of subject matter may be university professors, noted authorities in various fields, or Scarsdale teachers. In addition to courses, the Institute sponsors trips to theaters, museums, concerts, art galleries and single lectures on timely subjects.

Staff: Ralph V. Ricci, half-time director, also teaches biology.

Setting: The Institute Center is located on the first floor of the high school and is used primarily for meetings and some courses. Scarsdale is a suburb in Westchester County north of New York City.

Participation: Scarsdale elementary, junior high, and high school teachers participate on volunteer time. Parents, students, administrators, and community also participate.

Fees and Credit: Teachers obtain salary study credits for board-of-education approved courses. The fee for a 12-hour (eight session) credit or noncredit course is $30.

Affiliation: The Scarsdale Teachers Association and the Scarsdale Public School District.

Support: The Scarsdale Public School District provides space and funding. Income from registration fees is an additional means of support.

Decision Making: The Institute Committee consisting of teacher representatives from seven schools is the policy and decision-making body of the Institute. An Ac-

creditation Committee of administrators and teachers recommends courses to the superintendent for salary study credit, while the decision to offer noncredit courses rests with the Institute Committee.

Origin: The Institute was founded by a group of teachers who were convinced that it was time for teachers to assume the responsibility for their own professional growth. Having obtained grants from the National Education Association, the New York State Teachers Association, and the New York State Education Department, the Scarsdale Teachers Institute was launched in the fall of 1968.

Publications: Brochure; catalogue listing course descriptions.

SYRACUSE URBAN TEACHING CENTER (SUTC)

Merrick Elementary School
175 Hudson Street
Syracuse, New York 13204

(315) 476-4349

Director: Vacant. Robert L. Evans is director of Teacher Corps.

Hours: Monday through Friday, 8:30-5 and by appointment.

Program: This Center has a close working relationship with the Syracuse Teacher Corps Project. It offers both preservice and inservice programs which include: (1) Helping school personnel acquire or renew skills and knowledge. Evening and Saturday workshops, seminars, panels, and courses respond to teacher-identified needs such as metrics education or mainstreaming. Teachers decide the content and style of the activities, and frequently act as consultants to their co-workers. Syracuse University faculty work individually with Center teachers in their classrooms. The Center also serves as a meeting place for staff from participating schools. (2) Field activities for Syracuse University graduate and undergraduate students. (3) Research studies to investigate effectiveness of both preservice and inservice programs. (4) Testing, implementation, and evaluation of teacher training programs. (5) Numerous classes, workshops, and seminars, such as one on parent effectiveness, have focused on areas of interest to parents and community residents.

Resources: Professional library and curriculum materials (including urban education) are housed in the resource center, which also serves as a clearinghouse for sharing of teacher ideas, providing media support and instruction and school and university equipment. Learning centers (swap shop, metrics, multicultural) and materials production facility.

Staff: Coordinator (position is vacant). Secretarial assistance through Teacher Corps. Syracuse University provides two graduate assistants to help with supervision of students assigned to the Center. Robert L. Evans is director of Teacher Corps and a former director of the Center.

Setting: The Center has offices (two rooms) in a former elementary school but operates its programs in a number of selected schools that participate voluntarily. The Center is located south of central city, approximately the same distance from all participating schools.

Participation: Mostly undergraduate students from Syracuse University, teachers (K-9) from the five participating elementary schools, and parents. Administrators and others use the Center. Teachers participate largely on volunteer time with some release time.

Fees and Credit: Teachers who work with Syracuse University students receive Center services free of charge. These teachers receive Syracuse University graduate credit which may be used for professional increments in the district. Other teachers who do not work with preservice students may participate free of charge. Syracuse students earn Syracuse University credit and pay regular university fees.

Affiliation: Syracuse University and the Syracuse City Schools.

Support: Teacher Corps pay 75% of coordinator's salary; 25% is paid by the university. The school district provides the two-room facility. Support for programs results from the participating schools' help with university preservice students. Traditionally, the university has awarded a tuition remission voucher to a teacher with whom a student has been placed. Some vouchers are used by teachers who need to take particular campus courses, but most of the tuition vouchers are used to enable participating school personnel to engage in Center inservice activities. The university underwrites the appropriate costs for instructors, consultants, and resources for these inservice activities.

Decision Making: A coordinating council composed of representatives from city schools, university, and community. Its members are teachers, principals, and parent representatives; university representatives; university students whose field placements are in the Center; school district central office representative; and a representative of the teacher's association.

Origin: The tenth cycle of Teacher Corps (1975-76) was devoted to initiating and maintaining the Syracuse Urban Teaching Center. This project brought Syracuse City School District and Syracuse University into collaboration.

This Center is one of three centers that collaborate with Syracuse University. "The difference between our Center and the other two is that the parent component is very strong—equal to the involvement of teachers and university."

Publications: Evans, Robert L., and Kilgore, Alvah. "The Syracuse University Teaching Center: A Model for Preservice/Inservice Development." *Phi Delta Kappan 59,* no. 8 (April 1978): 539-541.

DEVILS LAKE TEACHER CENTER

Central High School
Devils Lake, North Dakota 58301

(701) 662-5670

Director: John M. Geston

Hours: Monday through Friday, 8-5.

Program: The Center supports teachers in their professional growth, encourages curriculum development, and provides after-school inservice workshops which enhance sharing and learning. Services are concentrated on secondary teachers, and the Center plans to hold some activities on school time during 1978-79. Selected activities include three sessions on gifted/talented/creative children, a winter art workshop, and a session on drugs in perspective. Space is provided for teachers and supervisors to meet and confer. The Center is documenting all aspects of its operation to be used as one evaluation tool to measure Center effectiveness.

Resources: Professional library of books, journals, magazines; curriculum resource file and learning units for elementary and secondary areas; student math games; films, filmstrips, cassette tape recorder; closed circuit and regular TV; thermofax, ditto.

Staff: Coordinator, John M. Geston (60% time; rest of time is spent on other school district assignments); two resource personnel on part-time basis available through University of North Dakota. On a volunteer basis, local staff members facilitate inservice sessions in areas where they have strong interest or expertise.

Setting: The Center occupies one carpeted classroom-size room on the first floor of the Devils Lake Central Junior-Senior High School. The decor sets an atmosphere for independent work or small-group activities. Accordion-type doors allow for expansion into two additional rooms for large-group presentations or work projects. Devils Lake is a town of 7,500 in northeastern North Dakota.

Participation: Elementary and secondary teachers from the Devils Lake Public Schools participate on volunteer time; staff from St. Mary's Parochial School and the North Dakota State School for the Deaf have also used the Center. The Center plans to expand its services during 1978-79 to reach teachers in outlying rural districts.

Fees and Credit: Free; local staff members may receive inservice hours of credit toward continuing education points.

Affiliation: Devils Lake Public School District.

Support: Bush Foundation, Devils Lake Public School District, and North Dakota Education Association.

Decision Making: A nine-member advisory board forms the governance body. A majority of the members are classroom teachers. Included in the representation are vocational and special education, public, and parochial schools.

Origin: In the fall of 1976, the Center for Teaching and Learning at the University of North Dakota formulated a proposal to the Bush Foundation for funding. The Center, which opened in 1977, is one of four Centers in the North Dakota Statewide Teacher Center Project.

Publications: Calendar, flyers.

GRAND FORKS TEACHERS' CENTER

2110 Library Circle
c/o Instructional Services Center
Grand Forks, North Dakota 58201

(701) 772-1462

Director: Karen N. Thornburgh

Hours: Monday through Thursday, 9-7; Saturday for scheduled workshops. Closed during summer.

Program: "The energy of the Center is coming from the inside. Teachers are the backbone, the facilitators of learning. We have a marketplace where ideas, experiences, and opinions are exchanged."

In a comfortable setting, the Center offers after-school, evening, and Saturday workshops and inservice classes in teacher-requested topics, such as learning with both sides of the brain, using the newspaper in the classroom, bookbinding, eye diseases in children, and others. Activities are held at the Center and in community facilities; for example, a workshop on what to do in case of emergency was offered at the American Red Cross Center. The Teachers' Center is also open for drop-in sharing and meetings.

Resources: Resources and space are limited, but the Center has access to the public library facilities, meeting rooms, and to the Instructional Services Center, which houses the district's audiovisual equipment, film, videotape, and books.

Staff: Karen N. Thornburgh, full-time coordinator; Pat Sundby, full-time secretary.

Setting: Located in the public library along with the Instructional Services Center; the Center is housed in a 30' x 18' converted garage. Grand Forks, location of the University of North Dakota, is on the Minnesota border approximately 75 miles north of Fargo.

Participation: Elementary, secondary, and daycare teachers participate on volunteer time. Community members attend and often assume leadership responsibilities. Students may also attend the Center.

Fees and Credit: Free except for small fee required for some workshops to cover cost of materials. Some programs offered with continuing contract credit.

Affiliation: Grand Forks County.

Support: Bush Foundation and Grand Forks Public School System.

Decision Making: Advisory board composed of five teachers, two members from University of North Dakota Center for Teaching and Learning, two administrators, and the Center director.

Origin: Vito Perrone of the University of North Dakota Center for Teaching and Learning and a group of teachers wrote a proposal to the Bush Foundation to initiate a Statewide Teacher Center Project in North Dakota. The Grand Forks Center opened September 6, 1977.

Publication: Calendar of Center activities.

TEACHING LEARNING CENTER (TLC)

Mayville State College
Mayville, North Dakota 58257

(701) 786-2301, ext. 419

Director: Ron Semmens

Hours: Monday through Friday, 8-6; Saturday by request.

Program: The Teaching Learning Center is a place where teachers and preservice students can come to share ideas, browse, preview new learning packages and textbooks, look at various learning centers, and make materials.

After-school, evening, and Saturday workshops, seminars, films, and videotape presentations are offered at the Center. Topics include the special child in the regular classroom, using scrap materials and individualizing instruction, and talks by local authors and college professors. Teachers may bring their children to the Center for three-week periods (two hours each day) for selected learning experiences.

The Teaching Learning Center has a resource bank of people with areas of expertise that teachers and administrators can request for their classes or inservice program.

Resources: Library (books on education, best sellers, children's literature); lounge area, recycling center; darkroom; sewing center; kitchen facilities; learning center display area, curriculum displays, materials for making games; cardboard carpentry; film equipment, videotape machines, videotapes for inservice programs; typewriters; plants; puppets.

Staff: Director, Ron Semmens; two full-time instructors; four part-time work-study people.

Setting: The Teaching Learning Center is located in the basement of West Hall on the Mayville State campus. Mayville is in the eastern part of North Dakota.

Participation: Public school teachers from six school districts (elementary and secondary), preservice teachers, daycare teachers and children, parents, administrators, and college professors. Teachers attend on volunteer and release time.

Fees and Credit: Free except for summer courses and nominal materials fees. Summer program offers credit.

Affiliation: Mayville State College and six small, surrounding school districts.

Support: Bush Foundation, Mayville State College, North Dakota Education Association.

Decision Making: Advisory board made up of teachers representing school districts, administrators, TLC director, parents, and a representative of Mayville State College.

Origin: Dennis Kost, chairman of the Mayville State Education Department, Ron Semmens, and Gayle Nering, a teacher at Cooperstown, North Dakota, initiated the TLC program during the summer of 1976. The Center for Teaching and Learning at the University of North Dakota submitted a proposal for funding to the Bush Foundation in the fall of that year. The purpose was to serve not only preservice teachers, but teachers throughout the surrounding rural area.

Publications: Newsletter; slide presentation.

TEACHER LEARNING CENTER AND COMMUNITY EXCHANGE

Minot State College
Minot, North Dakota 58701

(701) 852-3100, ext. 354

Director: Dorothy Finken

Hours: Monday and Friday, 8-5; Tuesday through Thursday, 8-9; Saturday, 9-3.

Program: Minot Teacher Learning Center and Community Exchange supports teachers' professional growth, encourages communication between educators and the community, and plans activities to meet community needs. The Center develops its programs in response to teacher and community requests, district needs, and sharable strengths of participants. After-school, evening, and Saturday workshops are offered on topics such as "Teaching Listening Through Music," and "How Do We Teach Thinking?" Program topics designed around public issues and community concerns include "Panama Canal Debate," and "P. L. 94-142: Implications for Teachers and Parents." Continuing study groups, such as the Parent Study Group and the Parliamentary Procedure Study Group, also take place in the Center.

The Center assists preservice teachers with college methods courses and field experiences, and offers a tutoring service for college students who need help with study skills.

Resources: Informal coffee room, six workshop rooms, college curriculum library. Office machines, professional books and magazines, access to audiovisual materials of the college and public library, human and material resources from Minot Public Schools and Minot State College.

Staff: Dorothy Finken, coordinator, assesses needs and helps policy board plan programs; Ursula Simonson, Center assistant, implements plans and helps individuals in the Center; Al Burnham, CETA tutor in basic skills. All staff help in Center activities.

Setting: Five small rooms and one large meeting room on the lower level of Minot State College Building. Each room houses a curriculum area and provides meeting, study, and workshop space. Minot is at the intersection of Highways 2, 52, and 83 in north central North Dakota.

Participation: Teachers and administrators from Minot and surrounding area, Minot State College students, and community members. Participation is mostly on volunteer time.

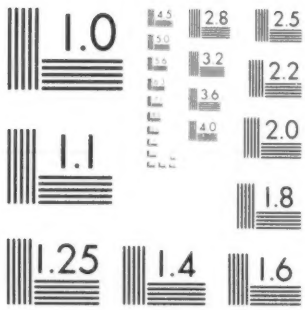
Fees and Credit: Free. College credit for some workshops is available through Minot State College. Inservice units are available for short-term workshops.

Affiliation: Minot Public Schools and Minot State College.

Support: Funding sources include a grant from the Bush Foundation to the Statewide Teacher Center Project coordinated at the University of North Dakota, and support from Minot Public Schools and Minot State College.

Decision Making: Policy board consisting of educators and a community person, and an advisory board made up of representatives from different areas of education, business, professional people, parents, and senior citizens.

Origin: An establishing group including Minot Association of Classroom Teachers, Minot Public Schools administrators, and Minot State College personnel started the Center in summer 1978. It is one of four Centers in the North Dakota Statewide Teacher Center Project.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

JEWISH TEACHER CENTER

1580 Summit Road #226
Cincinnati, Ohio 45237

(513) 761-0203

Director: Betsy Katz

Hours: Monday and Thursday, 2-5; Tuesday, 7-9; Wednesday, 10-1; Sunday, 1-4.

Program: In a comfortable, peer-directed setting, Jewish teachers can do their regular work, plan with each other, make curriculum materials, and find sympathetic listeners and possible solutions for their teaching problems. Brainstorming has become a familiar form of problem solving as teachers sit around tables making materials or exchanging ideas in workshops. In addition to general workshops, the Center schedules inservice workshops for schools, camp groups, and organizations. The Center is also open on a drop-in basis for teachers to consult, exchange ideas, make things, preview materials, and examine various educational models.

The Jewish Teacher Center sponsors an internship program with the Hebrew Union College, a Reform rabbinical seminary for rabbinical students interested in Jewish education.

Resources: Workroom, carpentry/paint area, resource area, scrounge/storage room, display areas, office; Jewish library next door. Recycle materials, wood, triwall, tools, laminator, paper cutter, audiovisual equipment, sewing machine. Displays of staff-made, teacher-made, and commercial learning materials.

Staff: Betsy Katz, half-time director; ten part-time trained volunteer staff; one graduate student intern.

Setting: Housed in a large refurbished office/storage room on the second floor of the Jewish Community Center. The Center is located in the Roselawn area on the northeast edge of the city.

Participation: Orthodox, Conservative, and Reform teachers and principals from day, afternoon, and Sunday schools in Cincinnati, the southern Ohio area, and neighboring states. Nursery school and secondary teachers attend inservice workshops on volunteer and release time. Students, parents, and communal workers also attend.

Fees and Credit: Participating schools pay a yearlong membership fee based on the number of teachers in the school, which allows them several inservice workshops. Individual workshops are $1-$2, plus a minimal materials fee.

Affiliation: Joint project of the Cincinnati Bureau of Jewish Education, and the Cincinnati Section, National Council of Jewish Women.

Support: Funded as a two-year pilot project by David F. and Sarah K. Weston Special Purpose Fund of the Jewish Federation of Cincinnati and the National Council of Jewish Women. Additional income from membership and workshop fees.

Major decisions made by 11-member steering committee. Daily decisions made by the director with input from teachers' advisory and participants.

Origin: In 1977 the director of the Bureau of Jewish Education and several principals and teachers visited the Kohl Jewish Teacher Center in Wilmette, Illinois (for a description of this Center, see the April 1977 *Teachers' Centers Exchange Directory*). They returned feeling a need for a similar resource/active learning center in Cincinnati and procured funds and a room. A director was chosen, and the Center opened in July 1977.

Decision Making: Bimonthly newsletters; notification of workshops through letters to principals and newspaper; slide presentation is being made.

PHILADELPHIA
JEWISH TEACHER CENTER

c/o Gratz College
10th Street and Tabor Road
Philadelphia, Pennsylvania 19141

(215) DA9-3363

Directors: Howard Wasserman, Shoshana Silberman, and Rabbi Jeffrey Schein

Hours: Thursday, 7-10; Sunday, 2-5.

Program: The Philadelphia Jewish Teacher Center provides a warm, supportive environment for all teachers of Jewish education to interact creatively and to design learning aids for their classrooms. The Center is open primarily for drop-in use, but also schedules workshops for entire school faculties and presents special workshops at regional Jewish education conferences. Education classes from Gratz College attend special sessions for designing classroom materials at the Center.

Resources: Workroom, curriculum display area, lounge, access to full Jewish library, media center, music library, educational resource center, games, recycle materials.

Staff: Howard Wasserman, Shoshana Silberman, and Rabbi Jeffrey Schein are part-time volunteer coordinators for administration, materials development, and advising. Ten part-time volunteer teachers and consultants work in materials development and advising.

Setting: The Center is located in two large rooms at Gratz College in Philadelphia.

Participation: Elementary and secondary teachers and principals from afternoon and day Jewish schools participate on volunteer time. Student teachers from Gratz College also attend the Center.

Fees and Credit: Nominal fee for materials. No credit at present.

Affiliation: Independent, nonprofit organization.

Support: Seed funding from Reconstructionist Rabbinical College Women's Organization, Board of Jewish Education, Delaware Valley College, and Gratz College, Division of Community Services. Volunteer staff time provided through Coalition on Alternatives in Jewish Education, Philadelphia Region.

Decision Making: Decisions made by coordinators and staff. Teachers' advisory group is being formed.

Origin: A number of Jewish educators interested in starting a Jewish teacher center in Philadelphia ran a workshop designed to give the Philadelphia Jewish community a foretaste of what a center might offer. After frequent correspondence, Howard Wasserman, Shoshana Silberman, and Jeffrey Schein visited Dolores Solovy at the Kohl Jewish Teacher Center in Wilmette, Illinois (see April 1977 *Teachers' Centers Exchange Directory*), to receive in-depth training in running a teacher center. The Center opened in January 1978.

Publications: Brochure, poster, flyers, newsletter.

INSTRUCTIONAL PRODUCTION CENTER (I. P. C.)

Mailing Address:
Administration Building
School Lane and Lansdowne Avenue
Upper Darby, Pennsylvania 19084

8201 North Lansdowne Avenue
Upper Darby, Pennsylvania 19082

(215) 622-7000, ext. 216

Director: Kenneth C. Hoffman

Hours: Monday through Thursday, 3:30-5.

Program: The Center provides equipment and supplies to help teachers produce learning materials, graphics, and audiovisual activities. The expertise of volunteer resource teachers is available for school inservice programs held at the Center. Instructional activities prepared by district teachers are filed at the Center for use by other teachers.

Courses planned to meet both district and teacher needs are provided by local colleges. For example, Temple University recently offered a course in preparing learning centers in reading and language arts.

Resources: Graphics and audiovisual materials and equipment. Corrugated board, wood, fasteners, paint, and other supplies.

Staff: Ken Hoffman, Center coordinator in addition to being district coordinator of instructional media; Joseph Aurite, Center assistant (CETA aide) helps teachers produce classroom materials on a daily basis.

Setting: The Center consists of two rooms—one materials production lab and one audiovisual room—housed in the school district's rustic maintenance headquarters. Upper Darby is approximately ten miles southwest of Philadelphia.

Participation: All Upper Darby teachers are invited to use the Center on volunteer time.

Fees and Credit: Teachers may use the Center without charge. Each school is charged a standard nominal fee each time a teacher uses the Center.

Affiliation: The I. P. C. is an independent Center working in cooperation with Temple University, College of Education.

Support: Upper Darby School District provides equipment and supplies, and each school shares the expense of the Center, based on the number of teachers who use it. Teachers and supervisors volunteer their time. CETA funds one position.

Decision Making: Decisions are made by the Center coordinator with input from the district's staff development, inservice, and curriculum committees.

Origin: The I. P. C. was developed after a needs assessment of principals and teachers in 1975 indicated that instructional production support was necessary for teachers.

Publication: A brief description of rationale and operation of the I. P. C. is available on request.

LITTLE WOUND TEACHER CENTER

Little Wound School
Pine Ridge Reservation
Kyle, South Dakota 57752

(605) 455-2461, ext. 22

Director: Steve Langley

Hours: Monday through Friday, 8-4; open Saturday and Sunday for workshops.

Program: The Little Wound Teacher Center was created for the use of teachers and teacher aides at Little Wound School and for the use of undergraduate Teacher Corps interns from Little Wound and other schools on the reservation.

Workshops are held once weekly from 3-5, and seminars are held one weekend each month. An artist-in-residence program provides for an artist (weaver, photographer, stained glass craftsman) to work at the Center for a minimum of two weeks.

The artist and director assist teachers in developing materials for their classes, and several publications have been written and printed at the Center.

Resources: Professional library, textbook exchange, spirit duplicator, thermofax, offset press, photographic darkroom, electronic typesetting machine, drymount press. A large conference table, soft couches and chairs, and many live plants are arranged to make interest areas for curriculum development, general meeting, printing and binding; there is a small weaving area, as well as the library and textbook exchange.

Staff: Steve Langley, half-time director; John Apple, full-time artist and curriculum developer; JoAnn White Thunder, part-time secretary and typesetter.

Setting: A large portion of the old dining room in the Little Wound School was remodeled for the Center. Kyle is in the geographical center of the Pine Ridge Reservation, the second largest in the country with 4353 square miles. The reservation, in southwest South Dakota, is bounded by the Black Hills on the west, the Badlands on the north, and Nebraska to the south.

Participation: All elementary and secondary teachers and teacher aides on the Pine Ridge Reservation attend on school time (afternoons 3-4 and inservice days) and on volunteer time. High school students and community are welcome to participate in workshops.

Fees and Credit: No fees are charged. College credit is offered for various workshops; undergraduate credit is free to participants, and the school board pays for graduate credit.

Affiliation: Black Hills State College Indian Teacher Corps Project.

Support: Teacher Corps, Johnson-O'Malley funds, federal "874" funds (given to areas that are "federally impacted"), and Little Wound School.

Decision Making: Governing committee made up of school administrator, teachers, community representatives, and the director.

Origin: Initiated with funds from the Teacher Corps Project through efforts of teachers, administration, and with the guidance of David and Frances Hawkins and the staff at the Mountain View Center for Environmental Education at the University of Colordao, Boulder. The Mountain View Center has been working with learning centers on the reservation since the early 1970s. (For a description of the Mountain View Center, see April 1977 *Teachers' Centers Exchange Directory*.)

Publications: Various articles throughout the school year in the local paper, Teacher Corps Network Newsletter, and other publications. Also brochure of each artist-in-residence session.

Langley, Steve, ed. *A Story Tellers Handbook: Stories from the Pine Ridge Reservation,* $1.

Mustang News, monthly newspaper October through May, single copies free.

Under Baggage, Charles, with illustrations by Richard Under Baggage. "Iktomi and Iya," "How the Duck Got Red Eyes," "Iktomi and the Beavers," and "Iktomi and the Insane Bear." $2.25 for four pamphlets.

All published by Little Wound School Board, Inc., Pine Ridge Reservation, Kyle, South Dakota. Available from the Center.

TEACHER CENTER

Metropolitan Public Schools
3501 Byron Avenue
Nashville, Tennessee 37205

(615) 259-5706

Director: Alonzo Randalls, Jr.

Hours: Monday through Friday, 8-9; Saturday by arrangement.

Program: The Professional Development Program of the Metropolitan Public Schools stresses the importance of providing professional development experiences that meet individual needs. An outgrowth of this program, the Teacher Center acts as a hub for professional experiences in the Metropolitan Public Schools.

The Teacher Center seeks to strengthen teachers' skills by providing each opportunities to assess goals and teaching style, and to take charge of professional growth activities. The Center offers a variety of workshops, courses, discussion groups, and special programs designed by teachers, administrators, and college educators. These include after-school workshops, all-day seminars, Saturday classes, weekend and summer courses in topics such as classroom management, reading remediation, school law, creativity, values clarification, and drug abuse. Some subjects are offered throughout the school year and provide graduate credit through local colleges and universities. Workshops may be sponsored by any school system department, district office, teacher group, community agency, educational association, university staff, or by the Center.

The Center is open for daily use of the meeting rooms and library resources. Four secondary subject area curriculum laboratories (language arts, mathematics, science, and social studies), and a special education laboratory are open by appointment for individual use and consultation. A special reading task force developing a comprehensive reading program for the Nashville school system, and bilingual education staff are housed in the Center; also located there are office and classes of the drug education program, which has received acclaim from the National Institute of Alcohol and Drug Abuse.

Resources: Ten rooms for classroom settings, office space, an auditorium, curriculum laboratories, bilingual education center, and space for curriculum development. Professional library containing texts and supplementary books, games and activities, and curriculum materials. Reproduction machines, typewriters, laminators, overhead projector, filmstrip and film projectors, record players, video equipment on a limited basis available to participants in workshops and classes.

Staff: Alonzo Randalls, Jr., director; Dorothy Barrick, program assistant (drug education); Richard Hocutt, technical assistant; Norma Wheeler, full-time secretary; one part-time college and some high school students; twenty part-time instructors and consultants.

Setting: The Center occupies a phased-out elementary school in Nashville.

Participation: K-12 teachers in the 138 metropolitan Nashville public schools use the Center primarily on volunteer time. They also participate on release time and professional development inservice days. Paraprofessionals, parents, students, administrators, preservice students, and college faculties also attend the Center. Teachers from surrounding counties in middle Tennessee are invited to participate in college courses.

Fees and Credit: Free. Graduate credit courses arranged through George Peabody College for Teachers, La Salle University, Tennessee State University, University of Northern Colorado, University of Southern California, and Vanderbilt University at assessed fees. Undergraduate credit arranged through Belmont College and Trevecca Nazarene College.

Affiliation and Support: Metropolitan Nashville Board of Education. Participating colleges, universities, and organizations provide additional support.

Decision Making: Decisions are made by the Center director with continuous input from teachers, administrators, and affiliated colleges. All programs offered for professional development are monitored by the Professional Development Commission, an appointed commission of teachers and administrators.

Origin: After a recommendation by the Curriculum Advisory Council of the Metropolitan Public Schools in 1971, the Teacher Center was established in the summer of 1973 as part of a plan for a system-wide focus on teacher training.

Publications: Flyers; bi-weekly newsletter, "Briefcase"; summer brochures; "Professional Development Guidelines" booklet; slide-tape program, "Professional Development Is Personal Growth."

CURRICULUM WORKSHOP

Catamount School
School Street
Bennington, Vermont 05201

(802) 447-7945 Curriculum Workshop;
447-7543 answering service

Director: Jeanne Velon McWaters

Hours: Monday and Wednesday, 3-4:30; Tuesday, 3-9; and by appointment.

Program: The Curriculum Workshop's purpose is to provide an additional avenue of learning; enhance "eye-mind-hand" coordination; help pupils gain knowledge about the world of work; and improve attitudes, generally, toward school. It serves teachers as a generating point for ideas, skills, and materials.

A "New Teacher Workshop" is offered each fall to introduce the Center. Other workshops are offered on topics such as math games and bookmaking. During open hours, teachers come to construct with triwall and wood, copy and share ideas, read, make games and other learning materials for their rooms.

"By appointment, the director spends about 85% of her time in the classroom with teachers and children. The balance of the time is spent planning with teachers, preparing and delivering materials, scrounging, and producing a monthly newsletter. In a sense, from 8 to 3 each day the Curriculum Workshop is wherever the director is. This facilitates keeping teachers with mutual interests in touch."

Resources: A woodworking shop, hand tools, table saw, and drill press; cardboard carpentry tools; sewing machine, typewriter; professional library; curriculum materials, including games and kits that may be borrowed and/or made; recycle; a microfiche reader; space to share and make; access to kiln.

Staff: Jeanne Velon McWaters, full-time director.

Setting: A large classroom in the Catamount School. The room is divided into the shop area and a sit-and-relax work spot. Bennington is in southwestern Vermont.

Participation: The Curriculum Workshop serves 11 public elementary schools in the Southwest Vermont Supervisory Union School District. The schools are within a 16-mile radius of the Workshop. Presently the Center serves daycare people by offering them workshops and the use of the shop.

Fees and Credit: Free. Fifteen recorded meaningful hours in the Curriculum Workshop entitle a teacher to one certification credit. The Center is presently working on

a series of teacher-to-teacher workshops that may qualify as part of the 15 hours. The workshops will run two to four hours; the teacher will choose the subject, time, and place. Subject to approval by the superintendent of schools.

Affiliation: Southwest Vermont Supervisory Union School District (SWVSUSD), Bennington, Vermont.

Support: The SWVSUSD assesses each school on a per-pupil-cost basis. Groups such as Bennington Day Care pay a yearly membership fee.

Decision Making: Superintendent of schools with director input. An informal advisory group of interested teachers acts as a sounding board and helps germinate ideas.

Origin: In 1964 the Ford Foundation financed a project to help raise the standard of education in southwestern Vermont. The vehicle for this was the Cooperative Project for Curriculum Development (CPCD). Toward the end of the project the directors realized that there had been, perhaps, overemphasis on symbolic learning. To bring an added dimension to learning through manipulative experiences at the elementary level, the CPCD applied for funds under Title III of the Elementary and Secondary Education Act of 1965. The project began in 1967, under the direction of William Steel. After the federal monies dried up, the Vermont State Department of Education picked up the costs and ran it as a state demonstration program. In 1975 the local school districts picked up the costs and reduced the staff from two to one. The present format has evolved over the years in answer to teacher needs.

Publications: Monthly newsletter. Steel, William. "I Do and I Understand." 26 pp. 50¢. A booklet about manipulative skills and using tools with children, available from the Curriculum Workshop.

TEACHING LEARNING CENTER (TLC)

Saxtons River Elementary School
Saxtons River, Vermont 05154

(802) 869-2637

Director: Casey Junker

Hours: Monday, 8-4; Tuesday through Thursday, 8-4:30; Friday, 8-3.

Program: The Teaching Learning Center serves as a central collection point for curriculum materials used throughout the largely rural district. Teachers drop by after school to make use of these materials, participate in a variety of workshops, or request a visit from the TLC staff person. The director makes regular trips to all participating schools, working directly with teachers and students in the classroom.

TLC is also the home of Childcycle—a grand collection of recycle materials gathered from businesses throughout the state of Vermont. Children use the Center extensively during the day to devise projects using Childcycle materials. These projects are then added to the TLC "gallery of ideas," which teachers are welcome to drop by and examine.

Resources: Math, science, reading, and social studies materials; textbook samples; lamination machine; woodworking tools, materials, and workspace; a large collection of recycle materials and a gallery of creative ideas for using them; refrigerator, hotplate.

Staff: Full-time director/coordinator, Casey Junker.

Setting: Comfortable meeting and work space located on the sunny second floor of the old brick elementary school in Saxtons River. Saxtons River is a small town in southeastern Vermont near Bellows Falls.

Participation: Teachers of eight public schools; private elementary and preschools. All participate on a volunteer basis.

Fees and Credit: None at present.

Affiliation: Public schools of the Windham Northeast Supervisory Union; private schools in nearby communities.

Support: CETA (Comprehensive Employment Training Act) pays director's salary. School district (Windham Northeast Supervisory Union) provides space.

Decision Making: Governing board made up of teachers from participating schools and members of the community.

Origin: Initiated by teachers of Saxtons River who wished to share their space and collected resources with teachers in neighboring schools and members of the community. Assisted by the principal at Saxtons River School and organized by Casey Junker, the Center opened in 1977. Support for development of the Center came from Celia Houghton at Goddard College (where Casey Junker was formerly a student) and from a visit by Saxtons River teachers to the Mountain Towns' Teacher Center in Wilmington, Vermont (for a description of this Center, see April 1977 *Teachers' Centers Exchange Directory*).

Publications: Junker, Casey and the Children of Westminster West Elementary School. "Childcycle Ideabook." Bellows Falls, Vt.: Westminster West Elementary School, Windham Northeast Supervisory Union, 1977. A guide to recycling resources for use with children.

WASHINGTON WEST RESOURCE CENTER

Old Post Office
RFD #1 Box 172N
Waitsfield, Vermont 05673

(802) 496-3090

Director: Wade Scherer

Hours: Monday through Friday, 8:30-5. Open evenings and weekends when workshops and meetings are scheduled and for use by individual teachers.

Program: A wide range of courses are offered after school and in the evening. This year courses have been offered in mime, creative writing, special education, affective education, children's literature, and metrics.

Center staff serve as advisors to teachers, working with them in their classrooms, locating appropriate curriculum materials, and designing courses and workshops to meet expressed needs.

Community forums, children's films, and cultural arts productions are several examples of efforts to involve community members in the Center.

Resources: Video equipment, photography equipment, drymount press, carpentry tool cart, recycle center, professional library, and an extensive educational curriculum materials library including comprehensive resources in oceanography.

Staff: Wade Scherer, full-time director; Bette Fawthrop, full-time federal projects coordinator-assistant director; Veronica ("Scaye") Clark, full-time secretary-learning services coordinator. Volunteer corps of 25 teachers.

Setting: The Center is housed in a one-story building centrally located in Washington West School District. Waitsfield is a town in central Vermont.

Participation: The Center serves elementary and secondary public and private school teachers, primarily within the Washington West School District. Teachers from several other superintendencies participate in activities, and the Center plans to offer direct services to six contiguous north central Vermont districts starting in 1978-79. Preservice teachers, administrators, community members, and groups also use the Center.

Fees and Credit: Participants pay a $2 Center fee each semester. University of Vermont fees are paid for graduate credit. Fees for workshops that are offered over many weeks for recertification are prearranged with individual instructors.

Affiliation: Washington West School District.

Support: Washington West School District and teacher fund-raising efforts. Director is paid by the school district and two other staff are CETA-supported.

Decision Making: Washington West Resource Center policy board (over 51% teachers), and subcommittees (courses, evaluation, materials/book selection, grant writing, fund raising).

Origin: Grew out of a federally funded alternative teacher training program in the early 1970s and the ACCESS Education Center, a federally funded teachers' center for the Washington West School District during 1975-76. The Washington West Resource Center was created in April 1977 by district teachers who wrote the original teacher center plan, presented a petition to the supervisory union board supporting the proposal for Office of Education teacher center money, and who currently serve the Center in many of its programs.

Publications: Monthly newsletter/calendar; semester course and workshop bulletins.

ESEA, TITLE I
TEACHER LEARNING CENTER

Easton School Site
6045 Curfew Drive
Norfolk, Virginia 23502

(804) 461-6695

Director: Marjorie G. Young

Hours: Monday through Thursday, 10:30-7; Friday, 8-4:30.

Program: The Teacher Learning Center encourages the self-directed professional growth of teachers and aides in Norfolk's ESEA, Title I program. The Center offers teacher-initiated inservice sessions along with drop-in time to browse, gather in small groups, or to work quietly. Displays feature teacher-made materials, suggestions for learning activities, demonstrations of equipment, and exhibits of commercial materials. The reading corner offers comfortable seating and a generous supply of idea books. A work center, well stocked with raw materials, is available for teachers to copy materials or to construct their own.

A major area of interest at the Center is the cognitive development of young children (preschool through fourth grade) and how this development influences teacher choices in providing language arts and mathematics instruction for children in Title I programs. The Center encourages the use of science and homemaking as vehicles of motivation and application in language arts and mathematics.

Resources: Work center, kitchenette, wet area, darkroom, reading corner. Laminator, copy machine, videotape, access to Norfolk Public Schools' media service. Idea books, taped inservice packets, teacher-made materials packets, "trash stash."

Staff: Marjorie G. Young, Center leader, prepares displays, organizes and maintains resource materials, conducts inservice sessions, prepares publications, plans activities at the Center.

Setting: The Teacher Learning Center is located in a double mobile unit on the grounds of Easton School in Norfolk.

Participation: Title I teachers and aides, working in the prekindergarten pilot program or in the learning resource labs (K-4), attend the Center on volunteer time.

Fees and Credit: Free. No credit.

Affiliation: Office of Special Projects, Norfolk Public Schools.

Support: ESEA, Title I.

Decision Making: Director of the Office of Special Projects, Norfolk Public Schools.

Origin: The Center opened in 1977 as part of the ESEA, Title I program in Norfolk Public Schools.

TEACHER CENTER
FOR HANDICAPPED CHILDREN

124 East Main Street
Gillett, Wisconsin 54124

(414) 855-6124

Director: Warren Schollaert

Hours: Monday through Friday, 8-4:30; evenings and Saturday by appointment.

Program: The Teacher Center is designed to assist teachers of children with exceptional educational needs, including those teachers contemplating mainstreaming, to develop individualized programs of instruction.

Activities include evening, Saturday, and occasional after-school workshops at the Center and at schools to construct learning materials and media; matches of local teachers and consultants they request; and other activities asked for by teachers and approved by the Center Policies and Practices Council.

Resources: Space and equipment for making all kinds of learning activities, materials, and media. Arrangements are also made for participants to use the Cooperative Educational Service Agency (C. E. S. A.) #3 Rural Learning Resource Center, which loans out commercial special education materials.

Staff: Warren Schollaert, director; Sharon Quade, media production aide; Cheryl Amenta, part-time media production specialist; Barbara Behl, volunteer resources specialist.

Setting: A defunct butcher shop located on Main Street in Gillett, Wisconsin, 38 miles northwest of Green Bay.

Participation: Any public or nonpublic teacher who has students with exceptional educational needs in the Cooperative Educational Service Agency #3 area (21 school districts). Stipends and mileage are offered to many public school participants of the C. E. S. A. #3 area. Some other teachers participate on volunteer time.

Fees and Credit: Free. Inservice credit given by districts for many Center programs.

Affiliation: Cooperative Educational Service Agency #3.

Support: Title IV-C, ESEA.

Decision Making: Center Policies and Practices Council of 12 members, representing teachers, C. E. S. A. #3, University of Wisconsin-Green Bay, administra-

tors, and parents. A majority, seven, are teachers.

Origin: Warren Schollaert had directed a three-year ESEA Title III project which conducted workshops and operated a mini-center for teachers to develop and construct classroom learning centers. Teachers interested in continuing these kinds of activities led Warren and C. E. S. A. #3 to develop and submit a proposal for funds available for special education through ESEA IV-C. The Center opened in July 1977.

Publications: Brochures; monthly newsletters.

Two publications by Warren Schollaert, "Learning Centers Information," and "Learning Centers-Stations Bibliography" (concerning classroom learning center activities, media, ideas, and commercial sources) are available from the Center. Please send self-addressed, stamped envelope.

EDIMPRO (Green Bay Public Schools' Teacher Center)

Teacher Center-Library Learning Center
University of Wisconsin-Green Bay
Green Bay, Wisconsin 54302

(414) 465-2775

Director: James R. Anderson

Hours: Office hours are Monday through Friday, 8-4:30. Center is open Monday through Thursday, 8 a.m.-10 p.m.; Friday 8-8; Saturday 10-4; Sunday 2-10.

Program: EDIMPRO's aim is to individualize inservice programs available to each teacher to fulfill the 22.5 hours of inservice required each year. Based on teachers' requests and suggestions, the Center arranges after-school, evening, Saturday, and "convention day" (state inservice day) workshops taught by teachers, community members, and outside consultants. Topics include "Human Relations through Personal Success," "Aggression in Children and Youth," "Sign Language," "Using the Newspaper to Teach Secondary Language Art," "Using the Wildlife Sanctuary on an Educational Field Trip," and others. Teachers may apply for inservice credits for any workshop, seminar, clinic, or individual project they wish to participate in provided the activity is approved by EDIMPRO and takes place outside the regular work day. Plans are being made to provide inservice programs during teachers' workday that do not fulfill the inservice requirement.

Resources: Professional library, curriculum materials, student, teacher, and publisher displays, duplicating facility, classroom supplies, plus access to all of the services and resources of a university library.

Staff: James R. Anderson, full-time director; Jan Fischer and Anna Burkhart, secretaries.

Setting: The Center is located on the plaza level of the University of Wisconsin-Green Bay's Library Learning Center. The facility consists of a large library area, teacher conference room, teacher workroom, and two offices. Green Bay is a city in northeast Wisconsin located on the tip of Green Bay off of Lake Michigan.

Participation: K-12 teachers and support personnel participate on volunteer time. Parents, university students, community members, and other interested educators are invited to participate, but Green Bay teachers have first choice if it is necessary to limit the number of participants in a workshop.

Fees and Credit: Most programs available without charge. Inservice credit.

Affiliation: Green Bay Area Public Schools and University of Wisconsin-Green Bay.

Support: Green Bay Public Schools provide the funding. University of Wisconsin-Green Bay supplies the physical facility.

Decision Making: Teacher center policy board composed of eight teachers, five administrators, one nonpublic school representative, and one higher education representative.

Origin: Green Bay's educational advisory council formulated the original program and goals of EDIMPRO in 1975. It began with a part-time director and no facility. In 1976 the policy board was created, a Center was started in a local school room, and EDIMPRO became part of the negotiated contract. A full-time director was hired in 1977, and the Center moved to its present location.

Publications: Course announcements and policy information.

TEACHER CREATIVITY CENTER

Milwaukee Board of Jewish Education
4650 North Port Washington Road
Milwaukee, Wisconsin 53212

(414) 962-8860

Directors: Elaine Sanderson (Instructional Media Resource Center); Mordecai Levow (Milwaukee Board of Jewish Education)

Hours: Monday, 9-3; Thursday, 9-12; other times by appointment.

Program: The Teacher Creativity Center is a place for teachers involved in all of the Jewish schools in the Milwaukee area to come together for brainstorming and creating curriculum materials that go beyond the regular course of study. The Center offers individualized assistance in creating materials, and schedules special workshops in various areas of the Jewish school curriculum. During the past year, the Center has sponsored workshops for the Jewish holidays, in crafts and media, Jewish calligraphy, and in other areas.

Professional growth courses, held in the day and evenings, cover topics such as "What Every Teacher Should Know about the Prophets," behavior modification, and Hebrew language.

Resources: Display of prototype materials; library of applicable models from general education and various learning centers; tools, equipment, and scrounge materials for creating games and learning centers.

Staff: Elaine Sanderson, instructional media center administrator; Ruth Levow, teacher center resource person; Joanne Philosophos and Alice Jacobson, administrative committee (receive small reimbursement). All part-time.

Setting: The Center is housed at the Jewish Education and Culture Campus which houses the offices of the Milwaukee Board of Jewish Education, the Jewish community day school, supplementary high school, and extensive instructional media center.

Participation: Primarily, preschool through secondary teachers from all of the Jewish schools in the Milwaukee area attend on volunteer time. Occasionally, teachers from the public schools.

Fees and Credit: Use of the Center is free. Users and/or schools pay for consumable supplies. Professional growth credit available.

Affiliation: Milwaukee Board of Jewish Education.

Support: Milwaukee Board of Jewish Education and the Milwaukee Jewish Federation provide space and personnel support. The operating budget is pro-

vided under a special grant from the National Council of Jewish Women, Milwaukee Section.

Decision Making: The administrative committee (two teachers) in consultation with the executive staff of the Milwaukee Board of Jewish Education determine programming and policy for the Center.

Origin: During the 1975-76 school year, the Center was organized and staffed on a volunteer basis by Ruth Levow, the current resource teacher. Subsequently, a proposal was made to the National Council of Jewish Women that the Center be funded as a special project of the Milwaukee Section. In fall 1976, the Center opened on a permanent basis as part of the services of the Milwaukee Board of Jewish Education. In September 1977, the Center was reorganized as a unit of the Board's Instructional Media Resource Center, with the current administrative structure.

Publications: Brochures and flyers.

ST. BONIFACE TEACHER CENTRE

50 Monterey Road
St. Boniface, Manitoba R2J 1X1
Canada

(204) 253-2681 or 257-3576

Director: Linda Asper

Hours: Monday through Friday, 8:30-6; other times by arrangement.

Program: Teacher centres "represent an unrivalled way of harnessing the creative energies of teachers and directing those energies for the development of curriculum and instruction."

The St. Boniface Teacher Centre provides teachers with a focal point and resources at the local level for their professional growth. Inservice programs on various themes emphasize improvement of teaching methods and enable teachers to undertake a continuing self-development program. To better meet the needs of students, the Centre encourages development of new programs or modification of old ones. The Centre also offers a display and collection of professional and instructional materials (mainly teacher-made) to enrich every visiting teacher's repertoire.

Centre activities include meetings of school staffs, principals, educational groups, division (teachers') association, and administrative council; workshops; university credit courses; make-and-take and triwall projects; educational games; laminating; viewing displays of publishers' materials and classroom projects; browsing and socializing.

Resources: Lounge area, workroom, large meeting room that can be divided into two separate areas, enclosed classroom area, and central display area. Equipment available for workshops and inservice sessions includes 16mm. projector, slide projector, overhead projector, reel-to-reel tape recorder, cassette tape recorder, record player, screens. Laminator, offset press, xerox machine, typewriter, triwall cardboard carpentry tools, filmstrip maker, 35mm. camera. Also available to teachers on a loan basis are teaching aids, such as kits, 16mm. films, sheet music; samples of new textbooks from publishers; professional kits and periodicals.

Staff: Linda Asper, director; Doris Holland, administrative assistant; Linda Bourrier, materials technician; Diane Coulson, part-time clerk.

Setting: The Centre occupies two offices and four adjoining rooms located in William Russell Educational Resource Centre in St. Boniface, a suburb of Winnipeg in the province of Manitoba.

Participation: K-12 teachers from St. Boniface School Division attend on school time and/or volunteer time. Others welcome.

Fees and Credit: Registration fees for some activities; teachers charged for cost of consumable materials. University courses offer credit.

Affiliation and Support: St. Boniface School Division: some support from registration fees for certain activities.

Decision Making: Steering committee of seven educators representing elementary and secondary teachers, principals, French schools, teachers' association, and the school board. The steering committee meets twice monthly and is responsible for budget, policies, and major projects of the Teacher Centre. An advisory committee is made up of one representative from each school staff, a representative from the teachers' assocation, the superintendent or delegate, and the Centre director. The advisory committee, which meets monthly, advises the steering committee and Centre of teacher needs in areas such as inservice, materials, and projects.

Origin: In 1975 a proposal for a teacher centre was prepared by a committee of teachers following up a suggestion by the superintendent. The proposal was accepted by the teachers' association and the school board. After the Manitoba Department of Education turned down the proposal, the school board agreed to finance the project.

Publications: Monthly newsletter and brochure.

PHOTO BY DOROTHY SCHUBERT